Naval Education and Training Command

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October 1995
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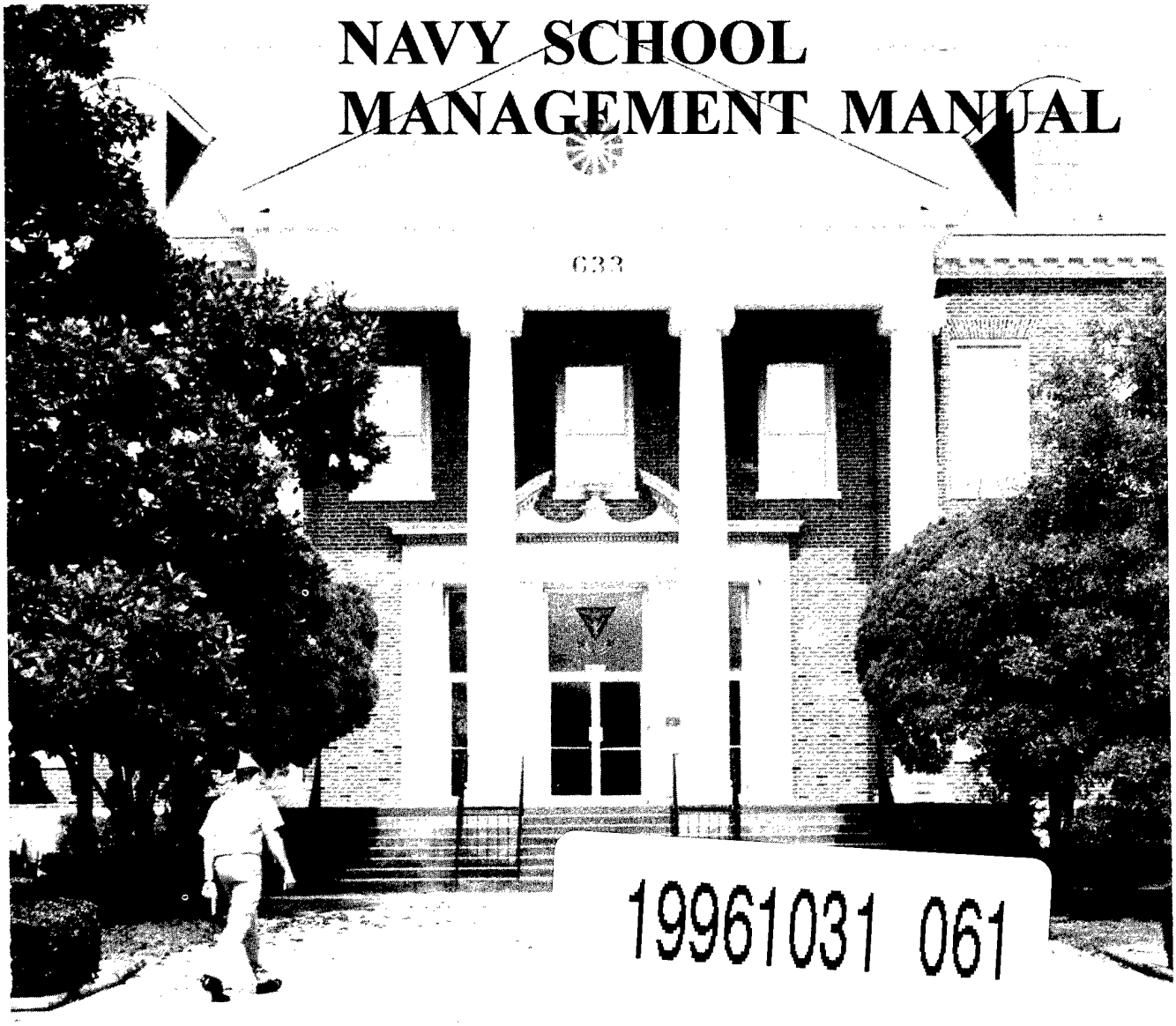
Training Manual (TRAMAN)

NAVY SCHOOL MANAGEMENT MANUAL



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LETTER OF PROMULGATION

1. This manual will be implemented throughout the Naval Education and Training Command (NAVEDTRACOM) upon receipt. It supersedes and replaces NAVEDTRA 135, Navy School Management Manual, S/N 0502LP2207200, dated 18 Sep 92.

2. This publication sets forth processes, procedures and documentation required for the management of NAVEDTRACOM schools. Corrections and comments concerning this manual are invited and should be addressed to Chief of Naval Education and Training (N5222).

3. Reviewed and approved.

J. W. WRIGHT

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LETTER OF PROMULGATION

CHANGE RECORD

Record of Changes			
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FOREWORD

This manual is part of the following series of manuals.

- NAVEDTRA 130, Task Based Curriculum Development Manual
- NAVEDTRA 131, Personnel Performance Profile Based Curriculum Development Manual
- NAVEDTRA 134, Navy Instructor Manual
- NAVEDTRA 135, Navy School Management Manual

The NAVEDTRA 130 series of manuals provides fundamental guidance within the Naval Education and Training Command (NAVEDTRACOM) for the development of curricula, the delivery of instruction, and the management and evaluation of training programs. Each of the manuals is designed as a stand alone document to serve a specific user group such as curriculum developers, instructors, course managers or training managers. The manuals are, however, interrelated and appropriately cross referenced to one another.

The *NAVEDTRA 135, Navy School Management Manual*, amplifies the policies set forth in Chief of Naval Education and Training (CNET) instructions; defines the processes and procedures used in Navy training; and provides guidelines and documentation for the implementation of policies and the management of NAVEDTRACOM schools.

This manual is organized into Chapters, Appendices, and Summaries. The Chapters, 1.0 through 6.0, amplify CNET's policies for curriculum, instruction and evaluation and define the processes, procedures and documentation. The Appendices, A through J, provide information and guidelines for carrying out policy.

The Summaries can be found at the end of each chapter and are displayed as matrices that list the amplified policy, processes and procedures found in the chapter, and who is typically responsible for ensuring the actions are carried out in accordance with policy.

FOREWORD

This manual is further organized by functions typically performed in the training environment. These functions include Staff Management, Student Management, Evaluation Management, Curriculum Management, and Support Functions. The function of Instructional Management, while not a separate chapter, is discussed throughout the manual as an integrated function of the training activity.

To ensure that the goals, objectives and policies of the senior echelons are met, the establishment of minimum training requirements, the specification of training processes and procedures, the programming and allocation of resources, the training of trainers, the development of support programs, and the management and evaluation of training, is required. This manual provides guidance for the training managers toward meeting these goals, objectives, and policies.

Recommended changes to this manual will be forwarded to CNET Code N5, via the functional commander. Changes will be recorded on the Change Record of this manual.

The Foreword was rewritten to reflect the current organization of the manual and to delete information that was no longer current.

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LIST OF ACRONYMS

ACE	American Council on Education
ADP	Automatic Data Processing
AOB	Average on Board
AOC	Aviation Officer Candidate
APCF	Automatic Program Change Form
ARB	Academic Review Board
ARTM	Availability Reporting and Tracking Module
ASVAB	Armed Services Vocational Aptitude Battery
AT	Awaiting Transfer
AVROC	Aviation Reserve Officer Candidate Program
BMTC	Basic Military Training Continuum
BUPERS	Bureau of Naval Personnel
CAC	Cost Account Code
CALEC	Center for Adult Learning and Education Credentials
CASREP	Technical Training Equipment and Training Device Casualty Report
CCA	Curriculum Control Authority
CCMM	Course Curriculum Model Manager
CD	Curriculum Developer
CDE	Curriculum Developer Expert
CDP	Course Data Processing Code
CIN	Course Identification Number
CISO	Curriculum and Instructional Standards Office
CLIN	Contract Line Item
CNATRA	Chief of Naval Air Training
CNET	Chief of Naval Education and Training
CNET T2	Deputy for Shore/Technical Training
CNO	Chief of Naval Operations
CNP	Chief of Naval Personnel
CO	Commanding Officer
COMNAVRESFOR	Commander Naval Reserve Force
COMNAVSURFRESFOR	Commander, Naval Surface Reserve Force
COMTRALANT	Commander Training Command, US Atlantic Fleet
COMTRAPAC	Commander Training Command, US Pacific Fleet
COR	Contracting Officer's Representative
CPATS	CNET Program Automated Tracking System
CWC	Continue With Class

LIST OF ACRONYMS

DAP	DoD AV Policy
DAVIS	Defense Automated Visual Information System
DID	Data Item Description
DoD	Department of Defense
DoN	Department of the Navy
DOR	Drop on Request
DOT	Director of Training
DVISA	Dedicated Visual Information Support Activity
EAOS	Expiration of Active Obligated Service
EPMAC	Enlisted Personnel Management Center
EQM	VI Organizational Maintenance
EQR	VI Intermediate/Depot Level Maintenance
ETMS	Education and Training Management Subspecialist
FAR	Federal Acquisition Regulation
FCR	Formal Course Review
FITC	Flight Instructor Training Course
FLTCINC	Fleet Commanders in Chief
FMS	Foreign Military Sales
FY	Fiscal Year
GA	Graphic Arts
GAO	Government Accounting Office
GMT	General Military Training
II	Interruption of Instruction
IMET	International Military Education and Training
IMM	Instructional Media Materials
IMSM	International Military Student Manager
IP	DoD Information Program
ISD	Instructional Systems Design/Development
ISS	Instructional Support System
IT	Instructor Training
ITB	Integrated Training Brigade
ITRO	Interservice Training Review Organization
IUT	Instructor Under Training
LCL	Lower Control Limits
LI	VI Library Services
LRC	Learning Resource Centers

LIST OF ACRONYMS

MCRF	Master Course Reference File
MICROSTAS	Micro Standard Training Activity Support System
MILCON	Military Construction Program
MMD	Motion Media Documentation
MTI	Military Training Instructor
MTS	Master Training Specialist
MTT	Mobile Training Team
NARDAC	Navy Regional Data Automation Center
NATRACOM	Naval Air Training Command
NAVOSH	Navy Occupational Safety and Health
NEC	Navy Enlisted Classification
NETC	Naval Education and Training Command
NETPMSA	Naval Education and Training Program Management Support Activity
NETSAFA	Naval Education and Training Security Assistance Field Activity
NFO	Naval Flight Officer
NITRAS	Navy Integrated Training Resources and Administration System
NJROTC	Naval Junior Reserve Officer Training Corp
NMT	Navy Military Training
NROTC	Naval Reserve Officer Training Corp
NTFS	Navy Training Feedback System
NTRR	Navy Training Requirements Review
NUI	Not Under Instruction
OBT	Onboard Training
OCS	Officer Candidate School
OM&N	Operations and Maintenance, Navy
OSH	Occupational Safety and Health
PC	Personal Computer
PCS	Permanent Change of Station
PPP	Personnel Performance Profiles
PS	Presentation Services
PCO/PXO	Prospective Commanding Officer/Prospective Executive Officer
PERSUPPDET	Personnel Support Detachment
PMF	Pipeline Management File
POI	Program of Instruction
POM	Program Objective Memorandum
PRIDE	Personalized Recruiting for Immediate or Delayed Enlistment
PRT	Physical Readiness Test
PSD	Personnel Support Detachment

LIST OF ACRONYMS

SAC	Student Action Codes
SATP	Security Assistance Training Program
SELRES	Selected Reserves
SME	Subject Matter Expert
SMF	Student Master File
SOCNAV	Service Members Opportunity College-Navy
SOW	Statement of Work
SP	Still Photography
SPIRIT	Support Program For Incentives, Retention and Training Assignments System
TAD	Temporary Additional Duty
TAR	Training and Administration of Reservists
TCCD	Training Course Control Document
TPC	Training Program Coordinator
TPEB	Training Performance Evaluation Board
TPP	Training Project Plan
TSA	Training Support Agent
TSF	Training Summary File
TTE	Technical Training Equipment
TTO	Training Time Out
TTT	Time to Train
UCL	Upper Control Limits
UI	Under Instruction
USA	United States Army
USAF	United States Air Force
USMC	Unites States Marine Corps
USN	Unites States Navy
VI	Visual Information
VIMPOC	VI Management Point of Contact
VISC	Visual Information Support Center
VTS	Versatile Training System
XO	Executive Officer

INTRODUCTION

Training to support the fleet is conducted by several major manpower claimants with the largest amount of training being conducted by the Chief of Naval Education and Training (CNET). CNET provides over 3100 formal courses of instruction, manages over 20,000 instructors and other trainer billets, and trains over 900,000 students per year.

The responsibility for conducting and monitoring this training has been delegated by CNET to four functional commanders.

- Deputy for Shore/Technical Training (CNET T2).
- Commander Training Command, US Atlantic Fleet (COMTRALANT).
- Commander Training Command, US Pacific Fleet (COMTRAPAC).
- Chief of Naval Air Training (CNATRA).

The training activities, commands where the training is conducted, report to one of the four functional commanders or, in a few instances, directly to CNET.

It is essential to provide an orderly and efficient approach to the planning, development, implementation, instruction, management, evaluation, and support of training. To accomplish this, Navy training goals, objectives, and policies have been developed throughout the chain of command. This chain of command originates with the Chief of Naval Operations (CNO) and continues down through CNET to the various third echelon functional commanders.

SECTION 1.0 ORGANIZATION

1.1 CNO Training Policy

CNO provides policy for implementing and supporting the Department of the Navy Strategic Goals regarding Human Resources, Education and Training. Specifically, CNO will strive to continuously "improve the quality of our military and civilian work force through fact-based, innovative systemic changes affecting recruitment, training, and quality of life." To achieve this overall goal, CNO, via CNET, will work to improve the method of determining military training requirements, feedback systems, delivery of training to meet fleet requirements and foster student success, properly fund training and eliminate redundancies in the system. Other specific training responsibilities assigned to CNET include:

- Provide for assessment of formal training.
- Assist Fleet Commanders in Chief (FLTCINCs) and Commander Naval Reserve Force (COMNAVRESFOR) to ensure that an effective, responsible assessment/ feedback system exists which measures the quality of formal school training provided to the fleet.
- Coordinate the standardization of training.
- Identify cost-effective training methods.
- Maintain involvement with technical manual quality control.
- Identify and validate the training resource base to develop future training requirements.
- Provide inputs to CNO concerning resource shortfalls which highlight execution year shortfalls, alternatives for meeting training requirements and the impact of requirements that cannot be met.
- Maintain a Navy-wide management information system to support formal courses of instruction.

SECTION 1.0 ORGANIZATION

1.2 CNET Training Policy

CNET Training Policy is designed to meet the NAVEDTRACOM Strategic Goals in the areas of Leadership, Instruction, Quality of Life, Infrastructure, Equal Opportunity, Curriculum, and Technology. Specifically, CNET will:

- Provide education and training that ensures leadership is a fundamental attribute of the Navy professional and is an integral part of the officer, enlisted, and civilian career ladders.
- Integrate core value and Total Quality Leadership education and training from accession point and at key career points for civilian, officer, and enlisted personnel.
- Monitor and improve instructor selection and training to achieve the highest professionalism of the cadre.
- Improve feedback process and decrease time to obtain feedback from course graduates and/or supervisors of course graduates.
- Decrease time to make procedural/process changes to courses.
- Optimize time required to make content changes and to teach revised curriculum.
- Target training condition for quality improvement by investigating and selecting the most appropriate technology to meet the goal.
- Implement new technology by applying lessons learned while integrating new technology into Navy training.
- Incorporate new technology which has the potential to enhance the quality of student learning.
- Provide oversight of the external evaluation procedures used to provide feedback on the quality of the training. The Training Performance Evaluation Board (TPEB) has been established to provide this oversight. Specific areas of TPEB's responsibilities include training safety, external evaluation, and feedback.

- Coordinate with functional commanders to provide training for training managers, course managers, curriculum managers, and Naval Reserve Officer Training Corps instructor candidates in the fulfillment of the NAVEDTRACOM certification requirements.

- Monitor and evaluate the effectiveness of the training requirements for training managers, course managers, and curriculum managers.

- Provide oversight of the internal evaluation procedures used to provide feedback on the quality of the training.

1.3 Functional Commanders

As part of CNET policy, functional commanders are responsible for monitoring and supporting subordinate commands in carrying out procedures for ensuring quality training. Within CNET, these functional commanders have operational responsibility for recruit and specialized training.

- CNET Deputy for Shore/Technical Training (T2), manages all recruit, most initial skills and skills progression, and some functional training.

- COMTRALANT and COMTRAPAC manage a few initial skill and skill progression courses but are primarily concerned with functional skills training.

- CNATRA manages flight training and aviation officer acquisition training.

- The Naval Education and Training Command (NETC), Newport, manages most officer accession-related specialized training.

CNET has assigned the following responsibilities to the functional commanders:

- Monitor continuously the quality of curriculum, instruction and evaluation functions in subordinate activities.

- Ensure that all training activities under their cognizance have functional Curriculum and Instructional Standards Offices (CISOs), or similar organizations, that meet the requirements established by CNET.

- Assess the need for in-service training in curriculum, instruction, and evaluation and make arrangements for the necessary training.

- Monitor new technologies which have application to curriculum development, instructional delivery, and evaluation procedures and make recommendations to CNET for their implementation.

- Provide curriculum and other support as needed for the various Naval Training Requirements Review (NTRR) groups.

- Program and manage resources.

- Provide and ensure compliance with the required training courses necessary to qualify instructors.

- Ensure that training activities conduct certification programs which meet the requirements of the instructor certification policy.

- Assess the quality of the instructor training provided on a regular basis and initiate improvement efforts as necessary.

- Assess quality of training programs for training managers, course managers, and curriculum managers.

- Arrange for the required advanced training courses necessary to qualify training managers, course managers, and curriculum managers at their commands.

- Ensure that safety is included as an integral part of all curricula.

- Ensure safety awareness training is included in the training courses. Training shall include the application of CNET policy, higher authority safety directives, precautions in technical manuals and publications, and applicable lessons learned, summaries of mishaps, and Naval Safety Center safety advisories.

1.4 Curriculum Control Authority

The Curriculum Control Authority (CCA) is the agency, normally a CNET-designated functional commander, that approves instructional methods and materials and maintains assigned courses. Whenever possible, the in-line functional commander for all schools assigned to conduct a course will also be designated CCA for that course. When the CCA for a course is different than the in-line functional commander, both the functional commander and the CCA are responsible for the coordination of the communications necessary to ensure training efficiency and effectiveness. Duties of

the CCA are listed below. Any or all of these duties and responsibilities may be delegated, at the discretion of the CCA, to the CCMM.

- Monitor milestones for curriculum development and revision efforts of subordinate training activities.
- Provide professional assistance to subordinate activities in the systematic development of curricula materials and in the collection and interpretation of training management information.
- Review, evaluate and approve/disapprove curriculum products.
- Maintain liaison with other training activities to preclude course duplication, foster standardization, and fully utilize feedback from all sources regarding training efficiencies and deficiencies.
- Ensure that training is conducted in an economical and effective manner, with special emphasis on responsiveness to fleet training requirements.
- Ensure that training activities continuously review and update all courses taught to assure adequate quality and coverage, provide standardization, and ensure the needs of the students and the fleet are met.
- Review and approve all "CORE" Unique Instructor Training developed by the Course Curriculum Model Manager (CCMM).
- Make recommendations to CNET regarding changes in training syllabi and training methods necessary for effective accomplishment of assigned mission and functions.
- Analyze formal training mishap statistics for all training courses as required by CNETINST 1500.20 (series).
- Keep CNET and the functional commanders informed regarding progress and general results of the training being conducted under CNET cognizance.

1.5 Course Curriculum Model Manager

CNET has included in the training policy a requirement for commanding officers of training activities to ensure the quality of training by applying the procedures for curriculum, instruction, and evaluation as outlined in this manual. To assist in this

effort a Course Curriculum Model Manager (CCMM) is assigned the responsibility for developing, revising, and maintaining a course of instruction. For courses taught at only one site, the CCMM will be the activity where the course is taught. For courses taught at two or more training activities (participating sites), the CCA will designate the CCMM. CNET has assigned CCMM the following specific responsibilities:

- Apply prescribed curriculum, instruction, and evaluation procedures to ensure quality training.
- Establish CISOs or the equivalent.
- Develop new curricula and perform training materials modifications to existing curricula. Involve participating activities in all phases of curriculum development. The CCA will resolve all differences that may arise between the CCMM and the participating activity.
- Approve all training materials modifications which do not modify course mission, increase course length or require additional resources.
- Ensure that the CCA and participating activities are informed of developments that may impact on projected goals and milestones.
- Print and distribute a master copy of all training materials. Training materials include design documents (curriculum outline or the equivalent), lesson plans, trainee guides, tests, and instructional media materials. The use of electronic media for distribution of training materials is encouraged.
- Conduct course surveillance.
- Initiate changes to the Navy Integrated Training Resources and Administration System (NITRAS).
- Maintain a master copy of training materials and ensure that a duplicate is maintained in a separate location in the event that the master copy is lost due to a disaster. Master copies and duplicate copies may be maintained and stored on electronic media. For multi-sited courses, master copies of training materials maintained at other sites will fulfill the requirement for a duplicate set of training materials.

- Originate training materials modifications as required. Incorporate into the curriculum training materials modifications that are received from higher authority and promulgate master copies to all participating activities.

- Maintain a course audit trail.

- Manage and implement the training appraisal system for the course.

- Coordinate the scheduling of formal course reviews (FCRs) with the CISO for the participating activities. Provide them with the date scheduled for conducting the course review. Summarize the findings and forward the summaries as outlined in Chapter 5.0, Section 5.0. Use the compiled results from all the FCRs to evaluate course standardization and promulgate changes.

- Review proposed changes to the Catalog of Navy Training Courses (CANTRAC) from participating activities prior to forwarding to the CCA for approval/input.

- Develop Core Unique Instructor Training programs for certification of instructors assigned to teach high-risk courses. Submit these programs to the CCA for review and approval. When the CCA is different from the in-line functional commander or the CCMM, the program will be approved by both.

- Distribute approved Core Unique Instructor Training programs, including training materials modifications, to all course sites.

- Ensure availability of adequate classroom and laboratory spaces,training devices, technical training equipment, test equipment, personnel and other resources.

- Provide a review and comment to the CCA regarding the adequacy, completeness, teachability, technical content and educational soundness of contractor developed training materials. These reviews should fully involve instructor-level personnel specifically trained in the subject area under development. Consolidate and forward comments to the CCA as directed.

- Participate in and/or represent the command and the CCA in workshops and conferences.

- Develop and maintain the highest level of knowledge and expertise in the subject matter of the assigned course(s).

- Maintain expertise in curriculum development procedures as established by the CCA for the assigned course(s).

1.6 Participating Activities

When the activity providing training is not the CCMM, it is a participating activity. In addition to the responsibilities of the training activities, participating activities will perform the following:

- Provide the CCMM assistance in developing and revising curricula.
- Forward recommended modifications to the course to the CCMM.
- Maintain a master copy of all training materials for the course. This includes the design document (curriculum outline, topical outline, outline of instruction, etc.); lesson plans; student materials and visual information. Where possible, the use of electronic media to store training materials is encouraged.
- Conduct formal course reviews by the date provided by the CCMM. Forward a copy of the summary to the CCMM.
- Incorporate training material modifications received from the CCMM and originate interim changes to the curriculum.
- Forward recommended changes to NITRAS to the CCMM.
- Forward recommended CANTRAC changes to the CCMM for review.
- Develop and submit to the functional commander, via the CCMM, a Site Augment Plan for high-risk courses. Site Augment Plans are required if, for example, the required facilities, equipment or training techniques are different from those in the approved Core Unique Instructor Training program. If there are no differences, a negative report is required.
- Report all training related injuries as per OPNAVINST 5100.23 (series) and forward copies of the Safety Reports to Training Performance and Evaluation Board.

SECTION 2.0 TYPES OF COURSES

Courses within the NAVEDTRACOM are defined according to the type of training provided. For the purpose of this manual, the following types of courses apply:

- **Class "A".** Provides basic knowledge and skills required to prepare for rating entry level performance. This includes initial skill training (i.e. Apprentice Training "A" Schools), rating conversion training (i.e., Master of Arms Training), initial skill Remedial Training, and entry level officer training. An NEC will not normally be awarded. May award an MOS. (Primary funding source: BUPERS).

  AA Apprenticeship Training
  AO Officer Prep Schools not associated with professional development programs
  AP Enlisted Preparatory Courses
  AR Initial Skill Training - Enlisted Remedial Training
  A1 Initial Skill Training - Enlisted "A" School
  A2 Initial Skill Training - Officer
  A3 Initial Skill Training - Enlisted "A" School and/or "A" School Pipeline courses that award an NEC
  A4 Initial Skill Training - Enlisted Non-Accession "A" School
  A5 Initial Skill Training - Enlisted Medical "A" School
  A6 Initial Skill Training - Officer Medical

- **Class "C".** Provides advanced specialized skill/knowledge/aptitude/ qualification training required to fill a particular billet (one which requires a specific skill code is NEC/officer billet specialty training-BST coded). Course completion awards an NEC or officer BST. May also award an MOS. (Primary funding source: BUPERS.)

  C1 Skill Progression Training - Enlisted NEC
  C2 Skill Progression Training - Officer Billet Specialty Training
  C5 Skill Progression Training - Enlisted Medical NEC
  C6 Skill Progression Training - Officer Medical Billet Specialty
  CX Skill Progression Training - Officer Medical (Resident Only)

SECTION 2.0 TYPES OF COURSES

- **Class "D".** Provides **individual**, not rating-specific training/education such as NAVLEAD, CIAC, non-pipeline refresher training specified by BUPERS/OPNAV directives. (Primary funding source: BUPERS.)

  D1 Professional Development Functional Skill Training - Enlisted
  D2 Professional Development Functional Skill Training - Officer

- **Class "E".** Designed to provide formal professional educational instruction in a general or particular field of study which may lead to an academic degree.

  E1 Professional Development Education - Senior Service College
  E2 Professional Development Education - Immediate Service School
  E3 Graduate Education for sub-specialty, full time, funded-Degree Program
  E4 Undergraduate Education - Degree Program
  E5 Postgraduate Education - Degree Program
  E6 Non-degree Education Program
  E7 Health Education Programs
  E8 Other Education Programs

- **Class "F".** Provides **individual** functional skill or rating-specific training as required by Fleet or Type Commander. No NEC is awarded. (Primary funding source: Fleet. Alternate funding: BUPERS on CNP approved case-by-case basis.)

  F1 Functional Training - Enlisted
  F2 Functional Training - Officer
  F3 Functional Training - Enlisted PCS (CNP approved)
  F4 Functional Training - Officer PCS (CNP approved)

SECTION 2.0 TYPES OF COURSES

- **Class "G".** Provides prerequisite knowledge/skills/techniques in a segment course of an NEC-awarding pipeline and is not a rating-wide requirement. By itself, it does not award an NEC/officer BST. (Primary funding source: BUPERS). BUPERS funds will not normally be designated for personnel attending these courses outside the NEC-awarding pipeline unless a valid need is demonstrated (e.g., emergent operational requirements) and the funding exception has been approved by CNP.

  G1 Pipeline Skill Progression Training - Enlisted
  G2 Pipeline Skill Progression Training - Officer
  G5 Pipeline Skill Progression Training - Enlisted Medical
  G6 Pipeline Skill Progression Training - Officer Medical

- **Class "M".** Training courses provided for USMC personnel only. These may have been "C" courses, but since they do not award an NEC and could award an MOS, they are now "M" courses.

  M1 Initial Skill Training - USMC Enlisted
  M2 Initial Skill Training - USMC Officer
  M3 Specialized Skill Training - USMC Enlisted
  M4 Specialized Skill Training - USMC Officer

- **Class "P".** Officer acquisition programs designed to provide undergraduate education and/or indoctrination and basic training in fundamentals, preliminaries or principles to midshipmen, officer candidates, and other newly commissioned officers (except those acquired through Class "V" programs).

  PB Health Profession Acquisition Military Programs
  PC Other Programs
  PD PD Preparatory School
  P1 Officer Acquisition Training (Academy)
  P2 NROTC (Naval Reserve Officer Training Corps)
  P3 NJROTC (Naval Junior Reserve Officer Training Corps)
  P4 AVROC II (Aviation Reserve Officer Candidate Program)
  P5 ROC (Reserve Officer Candidate)
  P6 OCS (Officer Candidate School)
  P7 AOC (Pre-commissioning Aviation Officer Candidate)
  P8 NFO (Pre-commissioning Naval Flight Officer)
  P9 NUPOC-S (Nuclear Propulsion Officer Candidate) Surface

SECTION 2.0 TYPES OF COURSES

- **Class "R".** Training upon initial enlistment or induction which provides the general indoctrination and prepares the recruit for early adjustment to military life by providing skills and knowledge in basic military subjects.

  R1 Recruit Training
  R2 OVSET Training (Other Service Veteran)
  R3 NAVET Training
  R4 ARTS/FAST

- **Class "T".** Provides **team** functional skill or rating-specific team refresher training as required by Fleet or Type Commander. (Primary funding source: Fleet. Alternate funding: BUPERS on a CNP approved case-by-case basis.) An NEC will not be awarded.

  T1 Team Functional Skill Training - Enlisted
  T2 Team Functional Skill Training - Officer
  T3 Team Functional Skill Training - Enlisted PCS (CNP approved)
  T4 Team Functional Skill Training - Officer PCS (CNP approved)

- **Class "V".** Provides the skills which lead to the designation of Naval Aviator or Naval Flight Officer (NFO). Use is restricted to CNATRA.

  V1 Undergraduate NASC/PRIM Flight Training
  V2 Undergraduate Flight Training - PROP
  V3 Undergraduate Flight Training - JET
  V4 Undergraduate Flight Training - HELO
  V5 Undergraduate NFO Training
  V6 Undergraduate Flight Surgeon/Test Pilot
  V7 Transition Pilot/NFL
  V8 Instructor under Training pilot/NFO

For additional information on the types of courses, refer to *NETPMSA NITRAS MCRF Users Manual.*

SECTION 3.0 SUMMARY

Chapter 1.0 provides an overview of the training organization, and the duties and responsibilities assigned to different levels within a training organization. The matrix below is a summary listing of tasks, processes, and procedures that impact the training command. The matrix also identifies who is typically responsible for ensuring the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix. Finally, the matrix lists the page or pages where the tasks and information may be found.

TASKS	RESPONSIBILITY	PAGE
Monitor milestones for curriculum development and revisions.	CCA	1-1-5
Provide professional assistance to subordinate activities in curriculum development.	CCA	1-1-5
Review, evaluate, and approve/disapprove curriculum products.	CCA	1-1-5
Review and approve CORE Unique Instructor Training.	CCA	1-1-5
Analyze formal training mishap statistics for all training courses.	CCA	1-1-5
Develop new curricula and perform training materials modifications.	CCMM	1-1-6
Approve training materials modifications that do not modify course mission, increase course length or require additional resources.	CCMM	1-1-6
Keep CCA and participating activities informed of developments that may impact projected goals and milestones.	CCMM	1-1-6
Print and distribute a master copy of all training materials.	CCMM	1-1-6

SECTION 3.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Initiate changes to NITRAS.	CCMM	1-1-6
Originate training materials modifications.	CCMM	1-1-7
Maintain a course audit trail.	CCMM	1-1-7
Manage and implement the training appraisal system for a course.	CCMM	1-1-7
Coordinate the scheduling of formal course reviews with CISOs for participating activities.	CCMM	1-1-7
Develop Core Unique Instructor Training programs.	CCMM	1-1-7
Distribute approved Core Unique Instructor Training to all sites.	CCMM	1-1-7
Provide input to CCMM on developing, modifying or revising curricula.	Participating Activities	1-1-8
Maintain a master copy of all training materials.	Participating Activities	1-1-8
Conduct formal course reviews.	Participating Activities	1-1-8
Develop Site Augment Plan for high-risk courses.	Participating Activities	1-1-8

INTRODUCTION

To accomplish NAVEDTRACOM's mission of training excellence, and to provide training programs that are both effective and efficient, the personnel assigned to conduct the training must be of the highest quality. In an effort to provide the right person for the right job, training commands must be concerned with the following:

- The categories of personnel required to complete the mission.
- The skills personnel must possess.
- The staff training required to complete the job.
- The number of personnel required to accomplish the mission.
- Recognition programs for staff personnel.
- Record keeping procedures for staff personnel.

Titles for the different categories of personnel listed on the following pages are generic and are not intended to dictate organizational structure. The actual structure of the organization and the titles of the positions will vary between commands. The categories are not intended to be mutually exclusive. For example, it is typical for a curriculum developer to also be an instructor.

SECTION 1.0 STAFF REQUIREMENTS

1.1 Staff Requirements

Categories of personnel in NAVEDTRACOM training activities are:

- **Training Managers.**
- **Course Managers.**
- **Instructors.**
- **Curriculum Managers.**

Training managers are defined as personnel responsible for command-wide or department training programs. They provide guidance in the overall management of the training as directed by higher authority. Examples include Director of Training, Department Directors, Division Officers, Safety Officers, and Curriculum and Instructional Standards Office (CISO) personnel.

Course managers are defined as personnel responsible for the training in a specific course or for specific areas of training in several courses. Examples include course supervisors, lead instructors, phase supervisors, testing officers, instructor evaluators, curriculum maintenance personnel, and student control officers. The job of the course manager is to ensure policy provided by the training managers and higher authority is carried out at the course level.

Instructors are any officer, enlisted, civil service or contract personnel whose duties involve teaching or evaluating in the classroom, laboratory or other learning environment. Manpower authorization billets are "I" or "L" coded to reflect this requirement.

Curriculum managers are officers, enlisted, civil service or contract personnel whose duties involve developing or revising curriculum and evaluating curriculum products in a quality assurance role. Examples include curriculum developers (CDs), subject matter experts (SMEs) and curriculum development experts (CDEs).

1.2 General Staff Training Requirements

Each category of personnel may receive any or all of three types of training: **formal training, certification training, and in-service training.**

- **Formal training** courses are identified in Appendix A.

To complete training in a training path, personnel may be required to complete one formal course or several, depending on the assignment.

With the exception of training managers, most personnel assigned NAVEDTRACOM duties are ordered in as instructors and are later assigned as course or curriculum managers.

Personnel who have duties in more than one category, or who are reassigned from one category to another category that requires different formal training, should complete the required training for each category prior to assuming responsibility for the new assignment. For example: Personnel who have attended the Instructor Training (IT) course and are later assigned as a curriculum developer should complete the formal training and in-service training for curriculum developers.

Certification training is designed to prepare personnel to assume duties as instructors in a specific course or courses.

This training is designed to prepare personnel to teach in a course or segment of a course without the direct supervision of a certified course instructor.

Course managers are responsible for the development of the certification requirements for instructors.

Status of the instructor certification program, i.e., number of certified instructors, number of instructor trainees, etc., will be prepared by the course managers and forwarded to CISO as training quality indicators.

- **In-service training** is designed to provide additional training for instructors and to provide training managers, course managers, and curriculum managers with the training necessary to perform their duties efficiently and effectively. It is also designed to provide refresher training for personnel on repeat tours of duty. The training provided may be course specific technical training or general type training.

SECTION 1.0 STAFF REQUIREMENTS

CISO is responsible for coordinating in-service training. The training may be conducted by CISO, course personnel, Master Training Specialists or other personnel as appropriate.

Quarterly in-service training on safety is mandatory for all personnel.

Commanding officers will establish requirements for in-service training that are consistent with the requirements of this manual.

CISO is responsible for ensuring that the **in-service training requirements** are being met.

CISO is also responsible for the development of additional in-service requirements that are not unique to a course. For example, personnel assigned to testing should receive training in test item construction regardless of the course to which they are assigned.

Status of the in-service training program, i.e., types of training provided, number attending training, etc., will be monitored by CISO and summarized as training quality indicators.

Training activities are also required to conduct Navy Occupational Safety and Health (NAVOSH) training as described below.

- **Training managers, course managers, instructors, and curriculum managers** will receive training that includes introductory and specialized training which will enable them to recognize unsafe/unhealthy working conditions and practices in the workplace.

- For supervisory personnel, training shall also include the development of skills necessary to manage the activity's NAVOSH program at the work unit level. These management skills require the eventual training and motivation of subordinates in the development of safe and healthy work practices and involve the integration of occupational safety with job training.

- Training for supervisory personnel shall also include Occupational Safety and Health (OSH) performance measurements, enforcement of NAVOSH standards and accident investigation, and the use and maintenance of personal protective equipment. Newly appointed supervisors shall receive OSH training within 120 days of their appointment and receive annual refresher training.

- **Student and non-supervisory support staff** shall include specialized job-safety and health training appropriate to the work performed by the staff. This specialized training shall be directed to the individual's work site and shall include an examination of the relevant NAVOSH standards and an analysis of the material and equipment hazards associated with the work site. Employee training shall be conducted with input and direction from the workplace supervisor and shall include instructions on employee rights and responsibilities pursuant to relevant OSH statutes, regulations and the NAVOSH program.

The **commanding officer** will designate the person(s) responsible for ensuring that the NAVOSH training requirements are carried out. This may be someone in the training department or the command safety officer.

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

2.1 Training Managers

Training managers are responsible for the operation of command-wide training programs and include all officers and civil service employees who provide guidance and direction in the areas of curricula, students, instructors, or other training related activities. This section discusses the responsibilities and training required for specific training managers.

- Personnel assigned as training managers are not required to complete any formal training courses. They are, however, encouraged to complete one of the formal instructor training courses listed in Appendix A. For military officers, this training may be provided enroute to the duty assignment or at the local site when possible. Both officers and civil service employees assigned as training managers will complete in-service training requirements for the position as established by the commanding officer.

- Safety training for training managers shall include introductory and specialized courses which enable them to recognize unsafe/ unhealthy working conditions and practices.

Commanding Officers (COs) and Executive Officers (XOs) are responsible for the quality of the training provided under their commands; and as training managers, they manage the overall training programs. Their specific duties vary substantially based on the mission and organization of the command. The general duties include strategic planning; planning for new training and disestablishment of existing training; and coordinating facilities resources and personnel to conduct effective training while minimizing waste.

A **Director of Training (DOT)** is normally assigned to large training activities. It is the responsibility of the DOT, working directly for the CO or XO, to ensure that quality training is being conducted. To assist in the accomplishment of these duties, the **Curriculum and Instructional Standards Office (CISO)** will be organizationally assigned to the DOT. The DOT will complete the in-service training requirements as established by the commanding officer.

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

2.2 CISO Organization

The **Curriculum and Instructional Standards Office** is an integral part of a training activity and performs functions in support of the CO to ensure quality training. If a formal CISO is not established at a training activity, the functions of curriculum, instruction, and evaluation will be delegated to various codes throughout the training activity as required. The following guidelines apply to the CISO organization.

- The **CISO director** will be a dedicated full-time assignment and report directly to the CO or XO, unless a DOT has been assigned. The CISO director will be given department head or special assistant organizational status.

- Additional assignments of **instructional systems and/or training specialists** is essential for implementation of this organizational concept. The CO will review the assignment of civilian instructional systems and/or training specialists within the training activity and optimize the use of these specialists.

- **Commanding officers and functional commanders** are encouraged to identify officers demonstrating potential for making valuable contributions to Navy education and training. These officers should be encouraged and supported in earning the designation of Education and Training Management Subspecialist (ETMS). (To determine the steps for applying, obtain the latest OPNAVNOTE 1520 from the personnel office.)

2.3 CISO Staffing

CISO will be staffed to provide the commanding officer with professional education and training expertise in:

- Curriculum Management.

- Instructional Management.

- Evaluation Management.

The combination of professional and technical expertise is essential to achieve quality in curriculum, instruction and evaluation. To accomplish these functions, it is recommended that the following personnel comprise a CISO:

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

- **CISO Director**

  - The CISO will be of equivalent organizational status to instructional departments. The senior civilian instructional systems specialist or an officer with special qualifications in education and training management shall be assigned as CISO director. An officer of appropriate rank who meets ETMS qualification would be well suited for this position.

  - When a civilian position is designated as CISO director or assistant director, it shall be classified as an instructional systems specialist in the GS/GM-1710 or 1750 series.

  - Additionally, the CISO Director will complete the command's in-service training requirements for training managers.

- **Curriculum Development Experts** are required to manage the overall curriculum functions. This includes areas such as the quality of curriculum, both in-house and contract developed, timely delivery of the curriculum, management of the curriculum maintenance function and in-service training requirements in the curriculum area. The CISO staff will include personnel who meet the curriculum development expert standards as outlined in Chapter 2.0, Section 5.0.

- The CISO staff should include **personnel with specialized skills in instructional management**, such as in-service training, instructional delivery techniques, classroom supervision, and evaluation of instructional personnel. Personnel assigned to these duties should complete the command's in-service training requirements for instructional management.

- **CISO Evaluators** perform training activity-wide evaluation functions, such as providing professional direction to all evaluation efforts and conducting test analyses or special diagnostic studies such as attrition analysis reviews. CISO evaluators are normally civilian instructional systems or training specialists who have met the professional qualifications standard of their civil service series. They should also complete the command's in-service training requirements for evaluators.

- **Clerical Staff** accomplish the clerical workload of the CISO.

2.4 CISO Responsibilities

2.4.1 Curriculum Management

For multi-sited courses, the CISO assigned to the CCMM will ensure the following actions are performed:

- Maintenance of a master record to track the status of the curriculum. Refer to Chapter 4.0, Section 6.0, for information on the master record and audit trail.
- Development and maintenance of an audit trail for each course.
- Coordination with CISO from the participating activity and the training department is accomplished to schedule the required curriculum revision.
- Coordination with the CISO from the participating activity and the training departments to evaluate existing assets and to determine if the project can be developed in-house. If in-house resources are not available, ensure that requests for resources to develop the curriculum, are submitted with supporting documentation to the CCA via the functional commander for approval.

CISOs at all training activities will perform the following:

- Manage the curriculum evaluation and feedback program and coordinate the action with appropriate activities.
  - This is accomplished by a review of the recommendations from the training departments on the feedback and evaluation data they have collected and analyzed.
  - Examples of this type of data include changes recommended through curriculum maintenance, identification of problems as a result of the student critique program, changes to the curriculum based on instructor feedback, etc.
- Provide professional guidance and support to the curriculum development and revision program. This includes:
  - Provide input to the training project plan.

- For in-house developed curriculum, assist in the establishment of project teams and provide in-service training as required to ensure all team members meet the required qualification standards.
- Provide curriculum development experts to support the training departments and to ensure compliance with applicable procedures and directives.
- Ensure course safety requirements are included in course curricula.

- Serve as an advisor for the input and review of contractor developed curriculum materials. This includes:
  - Review of the Statement of Work (SOW).
  - Monitor/support the review of curriculum products as they are received to ensure compliance with curriculum development standards.
  - Track pilot of courses.
  - Review completed curriculum and make recommendations to the CCMM. The CCMM will review the curricula and make recommendations to the CCA.
  - Review curricula to ensure that all safety requirements, precautions, and safeguards are included in the curriculum.

2.4.2 Instructional Management

CISOs at all training activities are assigned the following responsibilities:

- Monitor the instructor evaluation program and maintain documentation to ensure instructional personnel are certified and subsequently evaluated.
- Provide assistance or additional training to instructional personnel whose evaluations indicate a less than satisfactory performance level.
- Reevaluate instructors who have received unsatisfactory evaluations based on poor instructor technique.

- Ensure that appropriate action is taken for reclassification when an instructor cannot attain or maintain a satisfactory level of performance for all types of unsatisfactory evaluations. Refer to Chapter 2.0, Section 4.0 for additional information.

- Ensure instructor personnel are indoctrinated in the safety requirements, precautions and safeguards relative to the course(s) they teach. This includes the completion of Core Unique Instructor Training and Site Augment Training, if required. Provide or arrange for the required training.

- Assess the need for training and provide in-service training for all training managers, course managers, instructors and curriculum managers as required. Refer to Chapter 2.0, Sections 2.0, 3.0, 4.0, and 5.0 for specific in-service training requirements.

- Determine the training requirements for personnel assigned to the command and ensure they are met through the in-service training program.

- Monitor the in-service training program and report summaries as Training Quality Indicators. Refer to Chapter 5.0, Section 5.0 for additional information.

- Maintain a master file of all in-service training modules.

- Ensure all personnel assigned to teach in-service training topics are qualified to teach the material.

2.4.3 Evaluation Management

CISOs at all training activities will perform the following:

- Monitor and provide guidance on all internal and external evaluation programs. The results of the evaluations will be documented and used to make adjustments to the related program.

- Forward a report of all evaluation findings which may indicate a need for curriculum revision to the CCMM.

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

- Determine the need for and schedule the type of course review required. Types include:
  - Formal Course Review.
  - Course Safety Review.
  - Course Utilization Review.
  - Attrition/Setback Analysis Review.
- Conduct, participate in or provide professional guidance in the course reviews. Prepare reports for submission to higher authority. Maintain a record of the results. Refer to Chapter 5.0 for additional information.
- Provide professional direction in the testing program. This includes:
  - Designing tests that measure the objectives.
  - Establishing remediation programs.
  - Reviewing or approving Testing Plans as required.
  - Providing professional direction in test and test item construction.
  - Conducting test and test item analysis and providing the results to the course managers if resources are available.
  - Monitoring results of test and test item analysis if resources are not available.
- Monitor and provide professional direction in the instructor certification and evaluation programs.
  - Analyze evaluations to determine the need for in-service or special instruction.
  - Conduct scheduled/unscheduled evaluations.
- Ensure instructor records are maintained.

- Ensure that the training required of the curriculum managers, training managers and course managers is documented.
- Monitor the student critique program. Analyze the feedback from the student critique program. Refer to Chapter 5.0, Section 3.0 for additional information.
- Ensure the effectiveness of the Academic Review Boards (ARBs).
- Monitor the remediation program to ensure effectiveness.
- Diagnose problems in the training provided. Recommend corrective action and monitor the results. Provide follow-up for corrective action taken.
- Coordinate external evaluations.
  - Coordinate command participation, provide professional direction, assist in preparing survey questionnaires, assist in interpretation and use of external evaluation findings and monitor results.
  - Coordinate, track, and provide required reports for Technical Training Audits.
  - Coordinate visits and requests for information from the Training Performance Evaluation Board Reviews (TPEBs).
  - Upon request, provide curriculum materials to the fleet review representatives prior to a Navy Training Requirements Review (NTRR).
- Ensure a fleet returnee feedback program is in place.
- Analyze training quality data and provide reports to CO/XO. Refer to Chapter 5.0, Section 4.0 for additional information.

2.5 Safety Officer

It is the responsibility of the activity to ensure that safety is an integral part of training, that students are afforded a safe training environment, and that safety is observed by all personnel in the accomplishment of their mission. To ensure the accomplishment of these objectives, Safety Officer(s) are assigned. Safety Officers are responsible for two different areas: Safety and Health (NAVOSH Safety Officer) and High-Risk Training (Training Safety Officer). Activities may appoint two different Safety Officers

or may assign both functions to one individual. This section provides guidance for the Training Safety Officer. Refer to CNETINST 5100.2 (series) for guidance for the NAVOSH Safety Officer.

- A qualified Training Safety Officer will be designated for the oversight of all high-risk courses. The following is a list of responsibilities of the Training Safety Officer:
  - Conduct quarterly in-service training on safety. This training will address lessons learned from safety bulletins, safety alert summaries from the Naval Safety Center, and other pertinent safety issues.
  - Be familiar with the objectives for the high-risk courses.
  - Frequently observe high-risk training and assess compliance with approved training procedures and emergency procedures. Conduct safety assessment of high-risk training facilities and equipment.
  - Perform analysis of all high-risk training mishaps and injuries and determine if inadequate training procedures, safety precautions, emergency procedures, facilities or equipment contributed to the mishap/injury. Keep the commanding officer advised of training mishap/injury analysis results and recommend corrective action.
  - Assist the commanding officer in scheduling safety standdowns. Ensure safety standdowns are conducted at least annually and recorded. Make recommendations to the commanding officer for changes to the program.
  - Ensure that a pre-mishap plan is developed and maintained for all high-risk courses. Schedule the quarterly walk-through of the pre-mishap plan for training and make recommendations as necessary. Ensure the pre-mishap plan is exercised at least annually.
  - Review all student/instructor critiques that address safety.
- The training safety officer will be qualified and complete designated training as per the guidelines in CNETINST 1500.20 (series).
- For additional guidance in the area of training safety, refer to CNETINST 1500.20 (series).

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

2.6 Training Department Duties Responsibilities

2.6.1 Division/Department Head, Division/Training Officer

The Division Head and Department Head are typical titles given to training managers responsible for the training provided by a group of related courses. As such, these training managers are required to complete the certification process for training managers. Training should include areas related to the supervision of staff and students, curriculum development/maintenance, funding for resources, and evaluation.

2.6.2 Training Departments

The training departments are responsible for the conduct of quality training as directed by the commanding officer. In order to best accomplish this goal, the training departments must work closely with the CISO. The general functions of the training department are the same as CISO:

- Curriculum Management.
- Instructional Management.
- Evaluation Management.

This section will discuss the training departments' role in ensuring quality training.

2.6.3 Curriculum Management

Training departments will:

- Provide feedback data to CISO for the maintenance of the master record used to track the status of the curriculum.
- Analyze feedback to determine the need for curriculum revision.
- Review, in conjunction with CISO, current assets for curriculum development projects.
- Coordinate with CISO the schedule for curriculum revisions.

For in-house developed curriculum, training departments will:

- Initiate the training project plan.
- Develop, write, assemble, and assist in the validation of training materials.
- Comply with existing developmental standards during the development process.
- Develop and maintain audit trail material. If the training is provided at more than one activity, the CCMM will develop and maintain the audit trail.
- Include course safety requirements in the curricula.
- Provide SMEs to the curriculum development project team.

For contractor developed curriculum, training departments will:

- Provide SMEs.
- Review materials and recommend changes.
- Review all appropriate curricula safety requirements.
- Conduct pilot courses.
- Participate in in-progress reviews.
- Assist in the development of SOW.

2.6.4 Instructional Management

Training departments will:

- Conduct technical training.
- Coordinate the determination of in-service requirements for training managers, course managers, instructors and curriculum managers with CISO.

- Develop specific certification requirements for instructors assigned to the course. Maintain the records as required. Refer to Chapter 2.0, Section 8.0, for information on recording keeping.

- Develop required unique training programs and conduct these programs. Provide reports of training completion to CISO.

- Conduct in-service training as scheduled by the CISO.

- Indoctrinate all instructional personnel in course specific safety requirements.

- Conduct course indoctrination programs for all instructors and provide designated training.

- Maintain required records.

2.6.5 Evaluation Management

Training departments will:

- Designate certified instructors as instructor evaluators.

- Provide support to CISO and participate in specified reviews (Formal Course, Safety, Attrition Analysis Reviews, etc.).

- Designate a course or department testing officer. Maintain the test item bank. Develop, administer, and score tests. Ensure test security. Conduct test item analysis as directed and/or make recommended changes.

- Conduct scheduled and unscheduled instructor evaluations. Provide for instructor development based on evaluation results.

- Review student critiques and make necessary changes.

- Conduct ARBs as required and ensure adequate training of all personnel assigned to the board.

- Assign and conduct remedial instruction.

SECTION 2.0 TRAINING MANAGERS/COMMANDING OFFICERS and EXECUTIVE OFFICERS

- Provide support to CISO in diagnosing training problems.
- Provide technical support and participate in all external evaluations.
- Interpret and use the findings from the external evaluations.
- Administer the fleet returnee feedback program and evaluate recommendations for revisions to course curricula. Solicit feedback from staff and senior student personnel reporting from the fleet. Analyze the feedback and recommend changes based on the feedback.
- Participate in Technical Training audits.
- Provide support to CISO as required for Training Performance Evaluation Board reviews.
- Provide SMEs as required for fleet review of the NTRR process.
- Collect and summarize data on the training quality indicators. Provide CISO with the results.

SECTION 3.0 COURSE MANAGERS

3.1 Introduction

Course managers are responsible for the management of a particular course or a specific function for several courses. Most personnel assigned as course managers are ordered in to fill "I" or "L" billets. In these instances, the course manager will complete the formal training and certification requirements for an instructor. In many cases, the course managers are required to perform several of the functions discussed in the following sections. These sections identify typical titles of course managers, the duties required of the position, and the training requirements.

3.2 Course Supervisors/Lead Instructors

Course supervisors or lead instructors are typical names given the first-line managers of a course of instruction. They are responsible for the direct supervision and evaluation of instructors. Course supervisors will be graduates of the appropriate instructor training course and will complete all instructor certification requirements. Regardless of the amount of instructing done by the course supervisors/lead instructors after certification, they are encouraged to continue improving their instructional skill through the quarterly instructor evaluation program. If they are not scheduled to teach on a regular basis, they may be exempted from the quarterly evaluation program. Request for an exemption will be approved by CISO and documented in the supervisor's training record.

Typical duties include:

- Coordinate the training program for all assigned personnel and maintain instructor training records.
- Conduct scheduled and unscheduled instructor evaluations.
- Coordinate the instructor certification program and quarterly instructor evaluation program with CISO.
- Collect feedback from student critiques of the course and the instructors and provide training quality indicator summary data to the training managers and CISO.
- Ensure lesson plans contain instructor personalization.

- Counsel students when problems cannot be resolved at the instructor level.
- Review NITRAS and provide reports to the department/division head.
- Collect data from Academic Review Board results to include total number conducted, recommended results, and actual results.
- Collect feedback from instructors returning from the fleet.

Course supervisors/lead instructors assigned direct supervision of instructors of high-risk courses will be screened by the commanding officer or designated official, such as the executive officer or department head, as a part of the certification process. The screening process will be consistent with the guidelines contained in Chapter 2.0, Section 4.0.

In addition to being a certified instructor, course supervisors/lead instructors must also complete in-service training for course supervisors/lead instructors and any additional in-service training as required by the command. This should include, for example, training in counseling techniques, NITRAS, student management, course management, training quality indicators, etc.

3.3 Instructor Evaluator

Instructors are key elements in the training process and as such, they must possess the technical and instructional expertise necessary to deliver quality training. To ensure proficiency, instructors will be evaluated on both a scheduled and unscheduled basis.

Instructor evaluators may be CISO personnel, instructors or course supervisors who have received in-service training in instructor evaluation. In some cases, other training managers such as commanding officers, department heads or division officers may conduct evaluations; however, the results of these evaluations should not be used to satisfy the requirements for certification, monthly or quarterly evaluations.

Certification, monthly, and quarterly evaluations are scheduled evaluations and should be conducted by personnel who have received in-service training in instructor evaluations.

Other types of evaluations, either scheduled and/or unscheduled, may be conducted by training managers, subject matter experts or other personnel as appropriate.

SECTION 3.0 COURSE MANAGERS

Evaluators may be full-time evaluators or may continue with their normal duties as instructors, phase supervisors, course supervisors, etc. Refer to Chapter 5, Section 2.0, for information on instructor evaluation policy and Appendices D and E for guidelines on how to conduct instructor evaluations.

Instructor evaluators must be thoroughly familiar with the information contained in the *Navy Instructor Manual, NAVEDTRA 134* and complete in-service training in the following areas: preparing for the evaluation, conducting the evaluation, using the evaluation form, and debriefing the instructor.

3.4 Curriculum Maintenance Personnel

Curriculum maintenance personnel are responsible for maintaining the currency of the curriculum. It is recommended that personnel assigned to curriculum maintenance be certified instructors. Typical duties include:

- Maintain audit trail items required at the course level.
- Assist in conducting course reviews.
- Coordinate all changes to promulgated curricula.
- Incorporate approved changes to promulgated curricula.
- Ensure adequate quantities of lesson plans, student materials, and visual information are stockpiled.
- Inventory and order printed materials as necessary.
- Maintain a master copy of all curriculum materials.

Curriculum maintenance personnel will complete in-service training as required by the command. This should include, for example, training in how to conduct course reviews, how to coordinate and monitor changes to curricula, and the contents and purpose of a course audit trail.

SECTION 3.0 COURSE MANAGERS

3.5 Testing Officer

The testing officer is responsible for ensuring that the functions of the testing program are accomplished. Typical duties of the testing officer include:

- Preparation of testing materials.
- Administration of tests.
- Grading of tests.
- Security of testing materials.
- Maintenance of a test bank.
- Coordination and management of revisions to tests.
- Analysis of testing programs.
- Providing summary reports of testing information in the quarterly training quality indicator report.
- Conducting in-service training in testing areas as required.

Testing officers will complete in-service training as required by the command. This should include, for example, designing a testing program, testing plan development, test item construction, knowledge and performance test development, test design, test administration, test security, and test/test item analysis.

3.6 Student Control Officer

The function of Student Control Officer is a command-wide function. The Student Control Officer is normally assigned to a centralized student control office which is responsible for the control and administration of all student class assignments. Student Control Officers must work closely with the NITRAS/Student Affairs Coordinator assigned at the department or course level in order to identify and correct student processing problems. Typical duties include:

- Coordinate all NITRAS matters and ensure the accuracy of the MCRF and CANTRAC.

SECTION 3.0 COURSE MANAGERS

- Make initial student class assignments as well as any subsequent class/course changes and ensure student data is correctly and promptly recorded in NITRAS for each student.

- Verify the Student Master File (SMF) by checking each student entry on the SMF Transaction/Error Report (CNET Report 1500.1100) against student data submitted.

- Resolve SMF transaction errors within 24 hours.

- Develop an information gathering system to accurately account for each day a student is not under instruction.

- Centrally monitor the supernumerary status of students in order to provide correct and timely student status reporting to the NITRAS system.

- Coordinate with Personnel Support Detachments (PERSUPPDET) to ensure students are made available and transferred on a timely basis.

- Act as the point of contact, collection point, and repository for student accounting statistics, including the month-end Training Summary File (TSF) and, if applicable, pipeline report printouts.

- Forward weekly student verification rosters (CNET Report 1500.1107) to individual classrooms for verification; making SMF corrections as necessary; and forwarding printouts of month-end TSF reports to the commanding officer for review.

- Ensure weekly submission of reports (by name) of students who are not under instruction, with an explanation of their status, are provided to the CO for personal review.

- Request supporting medical and legal departments/commands to provide periodic listing and current status of those retained on board as legal or medical holds.

- Verify the number of students in a hold status as of the last day of the preceding month (CNET Report 1500.1112).

- Verify the number of students who are in courses which require an exception graduation date (CNET Report 1500.1115). Review report upon receipt and take appropriate action to promptly update the student's records.

- Integrate the NITRAS student reporting process into the daily student accountability procedures.

- Ensure NITRAS inputs and submissions are made promptly when student actions occur in order to ensure the accuracy of the management reports.

- Serve as the official source of information and expertise on NITRAS/CANTRAC matters and provide training to all training department personnel involved with NITRAS and CANTRAC issues.

- Copies of all NITRAS reports can be found in the *NITRAS Reports Manual.* Refer to Chapter 6.0, Section 4.0 for more information on NITRAS and other student reporting systems.

3.7 NITRAS/Student Affairs Coordinator

The functions of a NITRAS/Student Affairs Coordinator may be assigned at the department or course level depending on the number of students and may be a full-time or collateral duty assignment. A wide variety of administrative tasks including, input to student pipeline management, may be assigned to this position. Pipeline management is discussed in Chapter 3. Typical duties include:

- Maintaining data on student enrollments, graduates, supernumeraries, attrites, setbacks, and remediations.

- Coordinating changes to the NITRAS and CANTRAC programs.

- Ensuring student reporting procedures for check-in are efficient.

- Maintaining positive control of all administrative documents pertaining to students.

- Ensuring the timely processing and the best utilization of all students awaiting class, awaiting transfer, graduates, attrites, etc.

- Coordinating all student reporting issues for the department or the course with the command's student control officer.

SECTION 3.0 COURSE MANAGERS

Personnel assigned the duties of NITRAS/Student Affairs Coordinator will complete in-service training as required by the command. This should include, for example, training in the use of NITRAS and CANTRAC, student pipeline management, and training quality indicators.

SECTION 4.0 INSTRUCTORS

4.1 Introduction

The instructor is the front-line representative of the NAVEDTRACOM and is one of the most important parts in the training process.

- To ensure that quality instructors are assigned to a training activity, standardization in the following key areas must be maintained:
  - Selection process for instructors.
  - Training of instructors.
  - Certification of instructors.
  - Evaluation of instructors.
- Selection, training and certification of instructors is discussed in Sections 4.2 through 4.5. Evaluation of instructors is discussed in Chapter 5.0, Evaluation Management.
- In some cases, contract instructors are required to provide instructional services. The management of contract personnel is different from that of military and DoD personnel. Guidelines on how to conduct instructor evaluations of contract personnel is contained in Chapter 6.0, Support Functions.

4.2 Instructor Selection Policy

It is BUPERS policy that personnel selected for instructor duty meet the requirements of the *Enlisted Transfer Manual*. These requirements include the following:

- Knowledge and expertise in the subject area assigned to teach.
- Good communication skills or the potential to develop them.
- Maturity.
- Emotional stability — If there is any doubt as to this attribute, psychological screening will be conducted.

- Adherence to weight standards.
- Positive role model.
- People oriented.
- Desire to teach.

Enlisted personnel selected for instructor duty in NAVEDTRACOM should meet the screening criteria specified in Chapter 10, NAVPERS 15909D.

4.3 Instructor Training Policy

Personnel assigned instructor duty will complete the formal training for their job assignment. This training is normally completed enroute to the duty assignment. If the instructor arrives without the formal training, the instructor must complete it prior to certification. Appendix A contains a list of all formal courses designed to prepare the instructor for different types of instructor duty. (For officers assigned to instructor duty who are not provided formal instructor training enroute, every effort must be made by the receiving command to make this training available. If unable to comply, notify CNET, via the functional commander, for each instance and as to the circumstances involved.)

Personnel assigned duties in more than one instructor category must meet the formal training requirements for each category before assuming responsibility for the new assignment except as described below. Graduates of the Naval Leader Development Program Instructor course, A-012-0045, may be certified as group paced instructors by receiving additional one-on-one training during the certification process. This training will cover testing, safety procedures and skill training and must be documented in the instructor's record.

Previous graduates of Instructor Training courses, either officer or enlisted, are not required to revalidate their instructor credentials by reattending formal instructor training. When previously certified instructors are reassigned to instructor billets, gaining commands should update their credentials with on-site training and recertification before they assume instructor duties. In all cases, personnel must satisfy the requirements of their training activity's certification program prior to assuming responsibility for the new assignment.

Formal instructor training may only be taken in-residence at one of the training sites listed in CANTRAC or by mobile training teams from specified training sites.

SECTION 4.0 INSTRUCTORS

Documented requests for training, stating the need and number of students, should be submitted, via the chain of command, to CNET, T24.

4.4 Screening of Instructors Assigned to High-Risk Training

Instructors assigned to high-risk courses will undergo a screening process. The commanding officer is responsible for ensuring that this evaluation takes place. The following procedures apply:

- Personnel and medical records shall be reviewed. A personal interview will also be conducted.
- The review of the record and the personal interview may be conducted by individuals designated by the commanding officer.
- Documentation of both the review and interview will be made as a page 13 entry in the individual's service record.
- If the screening process indicates doubt as to physical or emotional suitability of the individual for instructor duty, the commanding officer will be informed immediately.
- If, in the judgement of the commanding officer, a formal medical or psychological screening by qualified medical personnel is required, it shall be requested and completed prior to the individual assuming instructor duties.
- Formal medical or psychological screening will be documented in the individual's medical record.

4.5 Instructor Certification Policy

Certification is a process that prepares the instructor to conduct training without the direct supervision of a certified course instructor. Certification normally begins after the completion of formal training and upon arrival at the training command for duty.

4.5.1 Minimum Requirements for Certification

- **All courses:**
  - Complete the activity's Instructor Indoctrination Training; this includes command and course indoctrination training.

- Attend, as an instructor trainee, the course, or segment of the course for which certification is to be granted.

- Receive satisfactory evaluations on a minimum of three separate presentations while an instructor trainee.

- **High-Risk Courses as identified in CNETINST 1500.20 (series):**

  - Complete the above; and prior to attending as an instructor trainee, complete the following:

  - Attend as a student the course or segment for which certification is to be granted. This may be waived if he/she has successfully attended the course within the past three years and there have been no major changes to the course.

  - Core Unique Instructor Training

  - Additional or different instructor training resulting from Site Augment Plans. This applies to high-risk courses that are located at more than one site.

Instructor certification plans will be developed for each course by the course supervisor. This plan will describe the general process for instructor certification. In addition, instructor trainees will be provided specific guidance on their individual certification requirements. The following paragraphs explain the steps involved in the certification process. Refer to Figure 2-4-1 at the end of this section for a flow chart on the certification process.

Step One — Command Indoctrination

Commanding officers are required to ensure that command indoctrination is provided for incoming instructors. The indoctrination is designed to provide information to the instructor on chain of command; command policies on instructor awards programs; activities, e.g., off-duty education, PSD, Navy Exchange, etc.; and any other area determined appropriate by the commanding officer. Safety training will be included in all command indoctrinations.

Step Two — Course Indoctrination

Commanding officers are required to ensure that course indoctrination is provided to all incoming instructors. Course indoctrination includes indoctrination to safety policies

and programs unique to certifying instructors for that course. It is designed for instructor trainees, introducing them to course policies and general duties they will be expected to perform. This training is normally provided by the individual course and may be completed in conjunction with command indoctrination. An outline of the topics to be covered in this training will be submitted to the approval authority as designated by the commanding officer.

Step Three — Attend the Course as a Student (High-Risk only)

Prospective instructors of **high-risk courses** will attend the course, or segment of the course they are to be certified to teach, as a STUDENT prior to being designated as an instructor trainee unless a waiver has been granted based on prior training.

Step Four — Core Unique Instructor Training (High-Risk only)

Core Unique Instructor Training is designed to prepare the instructor to teach in a high-risk course. The content of this training will vary from course to course, but must include all items of high-risk which require special attention. For Core Unique Training, the items must apply universally to all sites where the course is taught.

- Core Unique Instructor Training will be developed by the CCMM for **all** high-risk courses identified in CNETINST 1500.20 (series) and submitted to the CCA for approval. If the CCA is different than the functional commander, Core Unique Instructor Training will be submitted to the CCA via the functional commander. After approval, the CCMM will distribute a copy of the Core Unique Instructor Training to all the participating activities.

- If Core Unique Instructor Training does not address site specific situations, the participating activities will prepare a Site Augment Plan with the related training and submit it to the CCA (copy to CCMM) via the functional commander.

- If there are no site specific differences, then a negative Site Augment Plan will be submitted by the participating activity to the CCA (copy to CCMM) via the functional commander.

- All instructors assigned to teach in high-risk courses will complete Core Unique Instructor Training and any necessary Site Augment Training prior to attending the course as an instructor trainee.

SECTION 4.0 INSTRUCTORS

Step Five — Attend the Course as an Instructor Trainee

All prospective instructors will attend the segment of the course for which certification is desired as an instructor trainee. An instructor trainee is required to teach the course, or segment of the course, under the direct supervision of a certified course instructor.

The purpose of this segment of training is to:

- Provide insight into instructional technique/methodology.
- Provide the opportunity to personalize lesson plans.
- Provide the opportunity to instruct under supervision.
- Provide the opportunity for scheduled instructor evaluations.

Step Six — Three Satisfactory Evaluations

During the instructor trainee's training period, evaluations will be conducted to provide the instructor trainee with feedback as to performance. This feedback will include understanding of the subject matter as well as proper use of instructional techniques. The instructor trainee must receive satisfactory evaluations on a minimum of three separate presentations while teaching as an instructor trainee.

- Two evaluations will be used to evaluate the instructor's knowledge of the subject matter. These evaluations verify that the instructor trainee has the necessary technical qualifications to teach the material without direct supervision. This type of evaluation will be conducted by an instructor evaluator knowledgeable in the subject matter.
- One evaluation must be conducted by CISO personnel, a Master Training Specialist or a trained instructor evaluator and will be used to evaluate the instructor's technique as taught in the formal instructor training course.

Step Seven — Certification

After steps one through six have been satisfactorily completed, the instructor is recommended for certification. The designated certifying authority for the command will officially certify the instructor and ensure documentation is entered into the instructor's training record.

SECTION 4.0 INSTRUCTORS

Step Eight — Qualification to Teach New Material

The course supervisor must have a method in place to ensure technical competency of the certified instructor prior to assigning new material for the instructor to teach. This may require a process similar to certification, or portions of it, depending on the type of material to be taught and the experience of the instructor. Course supervisors are responsible for ensuring that instructors are properly prepared, prior to their assignment, to teach new material without direct supervision of a certified course instructor.

All personnel whose primary duty is instructing will be certified and evaluated monthly and quarterly throughout the tour of instructor duty.

4.5.2 Navy Enlisted Classification 9502

The NEC 9502 is automatically assigned upon graduation from the formal instructor training course. The instructor will retain the NEC provided all the certification requirements outlined above are met and the instructor successfully completes the monthly evaluation program. Refer to Chapter 5, Section 2.0, Instructor Evaluation Program, for guidance on the monthly evaluation program.

If the instructor does not complete any part of the above requirements, the NEC may be canceled. Reclassification of instructors is discussed in Section 4.9.

In order to avoid cancellation of the NEC, training and appropriate course managers shall ensure that all individuals ordered in as instructors complete the certification and the monthly evaluation program.

4.6 Additional Instructor Duties

Some instructors may be assigned additional or collateral duties. Typical additional duties include:

- Administer tests and critique results with the class.
- Conduct remediation for the students.
- Serve as a member of Academic Review Boards.
- Participation in preventive counseling.

- As a counselor, the instructor plays a vital role in the successful completion of a student's training.

- The intent of preventive counseling is to recognize the possibility of a problem, identify the nature of the problem and provide the student with the necessary assistance to solve the problem before it results in reduced learning capacity or course failure.

- Counselors should be available for both performance counseling and counseling of personal problems. The counseling of personal problems at times may be limited to recognition, identification, and referral.

- Counselors should use referral agencies anytime the student's personal problems fall outside their area of expertise.

- A senior enlisted/officer staff member may be designated as a senior counselor. The senior counselor should ensure that all civilian and instructors receive in-service training and that the effectiveness of the counseling is monitored.

- The function of senior counselor may be assigned as a collateral or full time duty depending on the department assets and organization.

For additional information on counseling, refer to Chapter 3.0, Section 3.0.

Instructors will complete in-service training as required by the command. This may include, for example, how to conduct effective remediation, how to administer and critique tests, and the duties and responsibilities of an academic review board member.

4.7 Safety Training

ALL instructors will receive safety training to include NAVOSH training. Refer to Section 1.2 of this chapter for NAVOSH training requirements for the instructor.

4.8 Military Training Instructor

Military Training Instructors (MTI) will complete the formal training requirements for an instructor and the Military Training Instructor Course, A-012-0047, prior to assuming duty as a company commander. Refer to Appendix A for a list of formal training requirements.

- Military training instructors are exempt from the certification process for instructors until such time as they are assigned to instruct a course. When assigned to instruct, MTIs are required to follow the certification process in Section 4.5 of this chapter. Previously certified instructors who are assigned duty as MTIs, are exempt from the quarterly evaluation process until they return to regular instructor duty. Military training instructors will be awarded NEC 9502.

Every effort will be made to ensure MTIs are qualified in the same technical field as the students to encourage rate purity. Military training instructors are instrumental in providing military training to all "A" school students. Typical duties include:

- Schedule physical fitness programs.
- Conduct General Military Training (GMT) Level II training.
- Conduct periodic personnel inspections.
- Serve as a link in the formal chain of command.
- Participate in Academic Review Board process, as required, for students assigned to their company.

At a minimum, MTIs will complete in-service training in counseling and academic review board procedures.

4.9 Reclassification of Instructors

Chapter 10 of the *Enlisted Transfer Manual (NAVPERS 15909D)* describes the requirements for the selection and assignment of personnel to instructor duty. It also outlines the actions required in the reassignment of personnel found unsuitable for duty as instructors. Despite the stringent screening process in the selection of individuals for instructor duty, there are isolated cases where individuals are assigned to instructor duty who are unsuitable for the duty. Individuals unsuitable for instructor duty are classified into one of two categories:

- **Individuals considered unsuitable for instructor duty through no fault of their own**. Individuals in this category may have physical defects, speech impediments, lack of confidence, inability to project in front of audiences, or have other deficiencies which hamper effective instructing.

- **Individuals considered unsuitable for continued instructor duty as a result of their own actions**. Individuals who are charged with fraternization or other misconduct, who demonstrate a lack of interest in instructing, who demonstrate poor attitudes, or who fail to maintain body fat or physical fitness standards specified in OPNAVINST 6110.1 (series) fall into this category.

While the reasons for unsuitability vary, the actions to be followed by the training activities are essentially the same. Three specific actions are required:

- A recommendation to remove the instructor from instructor duty must be submitted in letter format to BUPERS, or NAVRESPERSCEN (Code 30) for USNR (TAR) personnel, utilizing Report Symbol BUPERS 1306-166. Each request must include the following about the instructor:

  - Name, rate, SSN, Primary NEC, Secondary NEC, expiration of active obligated service (EAOS), date reported to current tour of duty and number of/location of dependents and household goods.

  - Specific and detailed reasons why the individual is considered unsuitable for continued instructor duty. Indicate in which category of unsuitability the individual is considered to belong.

  - Information about the instructor that may be useful to the detailer in determining his/her next assignment.

  - In the case of individuals determined to be unsuitable through no fault of their own, comments concerning each individual's ability to perform in other than an instructing capacity; e.g., professional knowledge, ability, or initiative.

  - When the reason for reassignment is a result of the individual's own actions, any disciplinary action taken or pending. If the reason for reassignment is a result of the individual's own actions, include any page 13 counseling sheets that pertain.

  - When the instructor is considered unsuitable for continued duty as a result of his/her own actions, a statement of rebuttal from the instructor. If the instructor desires not to make a statement, the instructor must indicate this in writing.

  - The instructor's duty preference, in the event the transfer is directed.

SECTION 4.0 INSTRUCTORS

Commanding officers should ensure that individuals who lack an inherent ability to communicate but who are otherwise highly capable are not demoralized or led to believe that the nomination for unsuitability through no fault of their own will constitute a stigma which will affect future advancement.

- An NEC Code Change Recommendation Form, NAVPERS 1221/1, must be submitted to the Enlisted Personnel Management Center (EPMAC, Code 52).
  - Section II (Navy Enlisted Classifications) of *NAVPERS 18068E, Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards,* contains instructions on completing NAVPERS 1221/1.
  - Paragraph 7 of NAVPERS 1221/1 should include a complete justification contained in the recommendation to remove the instructor from continued instructor duty.
  - Include a copy of the NAVPERS 1221/1 with the recommendation sent to CHNAVPERS or NAVRESPERSCEN to remove the instructor from continued instructor duty.
- Upon approval of the NEC Code Change Recommendation, an availability report on the individual must be sent to BUPERS or for USNR (TAR) personnel to NAVRESPERSCEN (Code 30), in accordance with Chapter 20 of the *Enlisted Transfer Manual* to initiate reassignment.

Reassignment as a result of unsuitability for any reason is at the discretion of BUPERS or NAVRESPERSCEN. Chapter 10 of the *Enlisted Transfer Manual* contains factors considered in reassignment decisions.

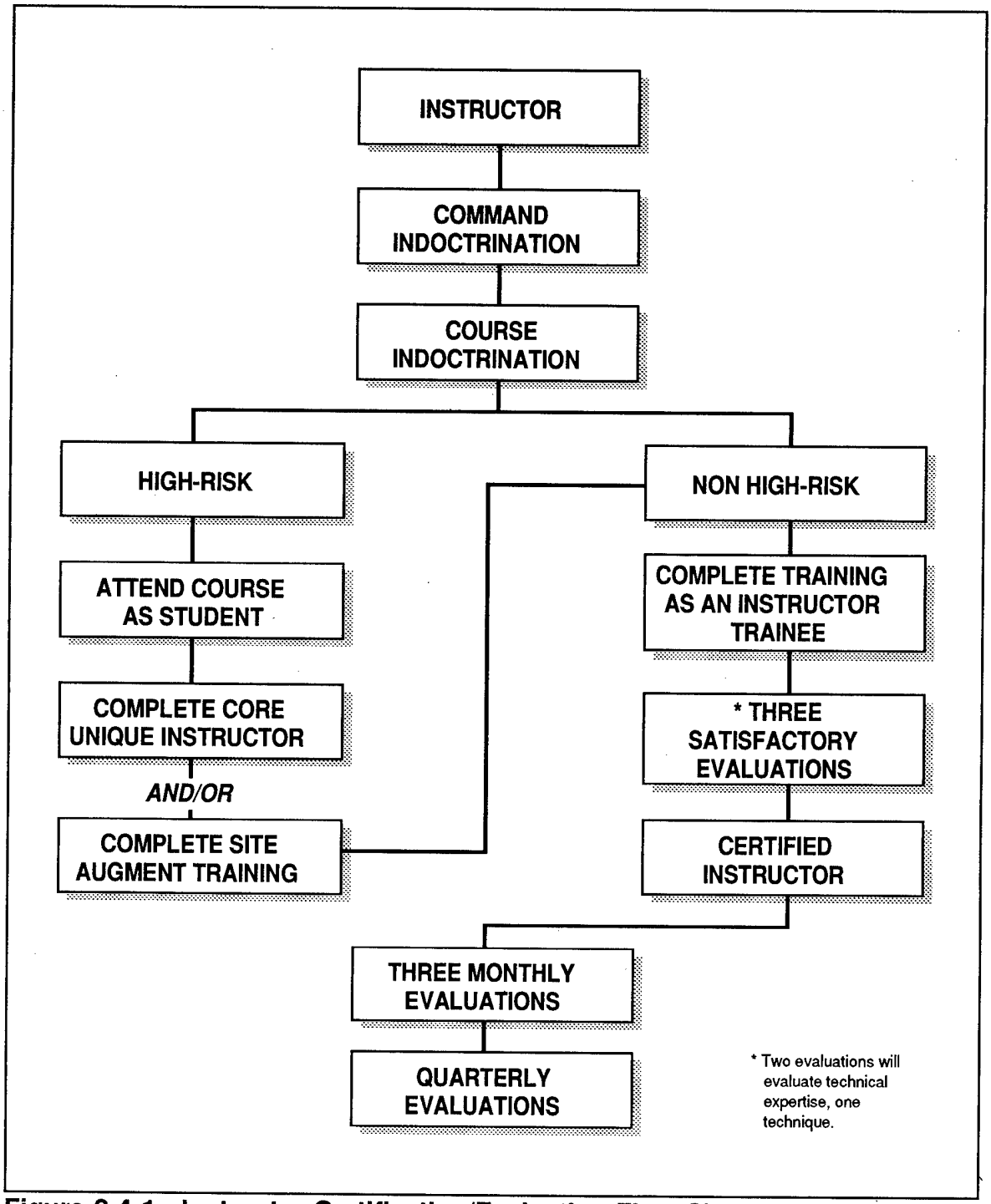

Figure 2-4-1. Instructor Certification/Evaluation Flow Chart

SECTION 5.0 CURRICULUM MANAGERS

5.1 Introduction

Curriculum development is a primary concern of many training activities. Ensuring that the function of curriculum development is accomplished requires three different types of specialists:

- Subject Matter Expert.
- Curriculum Developer.
- Curriculum Development Expert.

These specialists are responsible for developing, writing, assembling and ensuring the quality of the training materials. They may also be required to serve as members of the pilot course monitoring team. The duties of curriculum managers may be part time or full time depending on the needs of the command. Often curriculum development/ revision/maintenance is a collateral duty of the instructor.

The ideal situation for curriculum development/revision projects is for the commanding officer to have all three types of personnel available when a project is required. If this is not possible, some of the functions may be combined.

Refer to Appendix A for the training paths for curriculum managers.

5.2 Subject Matter Expert

The subject matter expert's (SME) primary responsibility is to assist in the development of and/or the revision of curriculum; therefore, the subject matter expert will be proficient in the technical subject matter of the curriculum undergoing development/ revision.

- The SME is not required to be a certified instructor although it is preferable.
- The SME must have a fundamental understanding of the curriculum development process but is not required to be a graduate of the formal course training for curriculum developers.

- An additional responsibility of the SME is to assist the course manager in several internal evaluation efforts. Examples include curriculum surveillance and conducting formal course reviews.

- SMEs will also be made available for external reviews such as NTRRs, Technical Audits, and Training Performance Evaluation Reviews.

At a minimum, SMEs will complete in-service training in curriculum development/ revision/change as appropriate, how to conduct course surveillance, and the SME's role in a formal course review.

5.3 Curriculum Developer

Curriculum developers (CDs) must be knowledgeable in the subject matter, should be certified instructors, and should complete the formal training for curriculum developers and any in-service training specified by the command. The following is a list of some of the typical duties of the curriculum developer:

- Develop and/or revise curriculum.

- Review subject matter to ensure technical accuracy.

- Review lesson material to ensure continuity and flow.

- Review tests and test items to ensure sound construction principles were followed.

- Review visual information to ensure appropriateness/accuracy.

- Be actively involved in the curriculum development process to ensure proper procedures are followed.

- Provide guidance in all areas of curriculum development as required.

- Attend pilot course(s); assist in the complete validation of the material and the preparation of the material for implementation.

Curriculum developers may be awarded NEC 9506 after completion of one year OJT in curriculum development and upon a recommendation from the commanding officer.

SECTION 5.0 CURRICULUM MANAGERS

5.4 Curriculum Development Expert

Curriculum development experts (CDEs) may be officers with the Education and Training Management Subspecialty, a civilian instructional systems or training specialist or senior enlisted personnel as designated by the training activity. The CDE is responsible for providing guidance for the curriculum development/revision project. The CDE should possess specialized training in curriculum development and should be a graduate of the applicable formal curriculum developer's training course(s). In addition, the CDE should complete any in-service training specified by the command. Typical duties include:

- Monitor and participate in all training activity internal curriculum development/revision projects.
- Review course control documents prior to submission to higher authority.
- Establish deadlines consistent with the Plan of Action and Milestones outlined in the Training Project Plan.
- Provide status reports as needed to higher authority.
- Coordinate the development/revision/validation effort between the course or contractor, activity, and CISO.

In addition to the duties in curriculum development/revision, the CDE may also be actively involved in all aspects of the internal evaluation program. Refer to Chapter 5.0 for additional information on internal evaluation. For additional information on the management of the curriculum development process, refer to Chapter 4.0.

SECTION 6.0 INSTRUCTOR COMPUTATIONS

CNETINST 5311.1 (series), *Computation of Specialized Training Staffing Requirements*, provides standardized procedures to be used in computing the minimum number of instructors needed to conduct training.

- A formula is used to determine the number of instructor hours required to teach a given student input at a specified convening frequency. The contact hours are converted to man-years or billets required.
- The formula is used:
  - As a basis for justifying manpower requirements. If the computation indicates a shortage of instructors, CPATS, requesting additional personnel, will be submitted to the functional commander for approval. Refer to Chapter 4.0 for additional information on CPATS.
  - To provide a means of estimating the staffing costs of future courses/ programs.
  - To aid in the analysis of increments, decrements, and feasibilities.
  - To standardize procedures among courses and to serve as an audit tool.
- The Course Master Schedule is used when computing instructor requirements. A change in the Course Master Schedule may change the instructor computations. Guidance on how to prepare a Course Master Schedule is contained in CNETINST 1540.13 (series).

SECTION 7.0 INSTRUCTOR RECOGNITION PROGRAMS

7.1 Introduction

To provide incentive for greater effort and morale and to recognize outstanding performance, NAVEDTRACOM has established both an awards program and a qualification program for instructors. The awards program is outlined in *CNETINST 1650.1, Information Concerning Policy and Procedures for the Awards Program Within the Naval Education and Training Command.* It should be referred to when recommending personnel for the Navy Commendation Medal and lesser personal awards. The qualification program is called Master Training Specialist and will be covered in Section 7.3.

7.2 Activity/Course Instructor Recognition Programs

Training activities should establish command and course recognition programs. Training managers should establish criteria for recognizing outstanding instructors and make the staff aware of the requirements. Examples include:

- Instructor of the Quarter.
- Instructor of the Month.
- Letters of Achievement. These may be given when appropriate. It may be appropriate to tie class achievement with instructor awards. In this instance, it is important to recognize both the students and the instructor.

7.3 Master Training Specialist

The Master Training Specialist (MTS) program is a qualification program designed to recognize individuals who have achieved a level of excellence in teaching skills, training management and curriculum management. The MTS program is demanding and can only be achieved by completion of the qualification requirements as specified in CNETINST 5000.5 (series).

SECTION 7.0 INSTRUCTOR RECOGNITION PROGRAMS

This program is designed for individuals who are permanently assigned in a training billet at a NAVEDTRACOM activity whose primary mission is training. Personnel eligible for MTS are:

- Training Managers.
- Company Commanders.
- Instructors.
- Curriculum Managers.
- Instructional Standards Personnel.
- Curriculum Developers.
- Learning Center Supervisors.

Contract instructors are not included in the MTS qualification program.

To qualify for MTS, the criteria listed in the Job Qualification Requirements found in CNETINST 5000.5 (series), must be completed. In addition to these specific requirements, the following general requirements must be met.

- Complete one of the Navy's formal instructor training courses or have the equivalent training or educational background.
- Complete at least 12 months in a training billet prior to nomination.
- Possess performance evaluations as outlined in CNETINST 5000.5 (series).
- Military personnel must pass the Physical Readiness Test (PRT) as outlined in CNETINST 5000.5 (series).
- Complete the instructor certification process and obtain at least three instructor evaluations prior to completion of the program. All evaluations must contain an MTS recommendation.
- Be recommended for MTS by the command's MTS Nomination Board.

The nomination board will forward recommendations to the commanding officer for approval. If approved, a Certificate of Accomplishment and a medallion will be presented by the command.

Individuals recognized as MTS may be used by the command to create a cadre of specialists who can assist the command in improving training and efficiency. These individuals may be designated to assist in the instructor evaluation and in-service training programs.

7.4 Instructor of the Year and Recruit Division Commander of the Year

NAVEDTRACOM award programs include the Instructor of the Year and Recruit Division Commander of the Year awards.

- These programs were established to provide recognition for those enlisted and officer instructors and recruit division commanders who have displayed outstanding instructional and leadership performance and who best personify the meaning of personal excellence.

- These awards also serve to communicate to fleet sailors that instructor and recruit division commander tours of duty are positive career enhancing opportunities.

- The following criteria have been established for the Instructor of the Year award:

  - This award is open to all active duty personnel including Training and Administration of Reserve personnel who have been assigned for a period of at least one year in an instructor billet.

  - Individuals nominated for this award will be top performers, physically fit, and professional in bearing and appearance.

  - Commanding officers of the training activities will conduct a competition open to all eligible personnel under their command. One enlisted and one officer, if appropriate, will be nominated. A nomination package will be prepared and submitted as per CNETINST 1650.7 (series).

  - The functional commander will establish a board to select one enlisted and one officer nominee and forward selected nomination packages to CNET as per instruction.

SECTION 7.0 INSTRUCTOR RECOGNITION PROGRAMS

- CNET will establish a board to select one enlisted and one officer from the nomination packages received.
- Functional commanders will provide additional guidance for their training activities.

- The following guidelines have been established for Recruit Division Commander of the Year:
  - The Commanding Officer of the Recruit Training Commands will conduct a competition open to all eligible personnel under their command and select one nominee. Packages will be forwarded as per CNETINST 1650.7 (series).

SECTION 8.0 STAFF RECORD KEEPING

All training activities are required to maintain training records for personnel assigned to an **instructor (I) or (L) billet.** The following types of information will be recorded for personnel assigned to these billets:

- Formal Course Completion. Include:
  - List of courses completed and graduation date.
- Instructor Certification Information. Include:
  - Date command and course indoctrination completed.
  - Date Core Unique Instructor Training or Site Augment Training was completed, if appropriate.
  - Topics the instructor trainee was assigned to teach and the date the instructor was certified on that material.
  - Copies of all instructor evaluations conducted while an instructor trainee.
- Instructor Evaluation Information. Include:
  - Copies of all instructor evaluations conducted after certification. This includes the monthly and quarterly evaluations.
  - A list of additional topics the instructor has been approved to teach and the date of approval.
  - If monthly or quarterly evaluations cannot be conducted as required, an explanation as to why they were not conducted.
- Safety Training Information. Include:
  - A list of all required safety training and the date, or planned date, of completion.

SECTION 8.0 STAFF RECORD KEEPING

- In-Service Training Information. Include:
  - A list of all required in-service training and the date, or planned date, of completion.

When the Interservice Training Review Organization (ITRO) designates a course as an ITRO course, records must still be maintained. If the ITRO course is Navy sponsored, records containing the above types of information will be maintained for all personnel, regardless of the service. If the course in not Navy sponsored, records will be maintained as required by the sponsoring service. If any conflict occurs, the functional commander should be notified for resolution.

Official training records for personnel assigned solely to training manager and curriculum developer billets are not required. However, documentation indicating completion of the following should be maintained:

- Formal course training, as appropriate.
- Safety training.
- In-service training.

Records for personnel will be maintained if the training managers and/or curriculum developers are filling an "I" or "L" billet. The functional commanders will direct specific requirements for instructor training records.

SECTION 9.0 SUMMARY

Chapter 2.0 contains a description of the guidelines and procedures relevant to the management of staff personnel within a training command. Many of these guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 2.0. The matrix also identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix. Finally, the matrix lists the page or pages where the guidelines, procedures or tasks may be found.

TASKS	RESPONSIBILITY	PAGE
Ensure quarterly training in safety is received by all personnel.	CISO	2-1-3
Establish requirements for in-service training programs.	CO	2-1-3
Ensure in-service training requirements are met.	CISO	2-1-3
Develop in-service training material not unique to a course.	CISO	2-1-3
Monitor status of in-service training and prepare reports.	CISO	2-1-3
Monitor status of instructor certification program and prepare reports.	Course Manager	2-1-2
Ensure personnel assigned from one category to another complete the training requirements prior to assignment.	Training Department CISO	2-1-2
Ensure NAVOSH training is completed as required.	CO	2-1-4
Designate person(s) responsible for ensuring compliance with NAVOSH requirements.	CO	2-1-4

SECTION 9.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure that all training managers complete the command's in-service training for the specific assignment.	CO	2-2-1
Organizationally assign CISO to the DOT if appropriate.	CO	2-2-1
Assign a full-time CISO with department head or special assistance status.	CO	2-2-2
Ensure DOT, CISO director, and CISO personnel complete the command's in-service training requirements for the position.	CO	2-2-2 - 2-2-5
Ensure CISO personnel complete the duties and responsibilities as assigned.	CO	2-2-6 - 2-2-13
Appoint High-Risk Safety Officers for activities with high-risk courses.	CO	2-2-8
Ensure High-Risk Safety Officers complete the formal training requirements.	CO	2-2-9
Ensure High-Risk Safety Officers complete the duties and responsibilities as assigned.	CO	2-2-8 2-2-9
Ensure course supervisors complete formal training for instructors and complete instructor certification requirements.	Training Department CISO	2-3-2
Ensure course supervisors complete the duties and responsibilities assigned.	Training Dept CISO	2-3-1 2-3-2
Ensure course supervisors for high-risk courses are screened.	CO	2-3-2
Ensure instructor evaluators complete the command's in-service training requirements prior to conducting evaluations.	CISO	2-3-3

SECTION 9.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure curriculum maintenance personnel complete the command's in-service training requirements for the position.	Course Manager CISO	2-3-3
Ensure testing officers complete the command's in-service training requirements for the position.	Course Manager CISO	2-3-4
Ensure testing officers complete the duties and responsibilities as assigned.	CISO	2-3-4
Ensure NITRAS/Student Affairs Coordinators complete in-service training requirements for the position.	CISO	2-3-7
Ensure NITRAS/Student Affairs Coordinators perform the duties and responsibilities as assigned.	Course Manager	2-3-7
Ensure Student Control Officer performs the duties and responsibilities as assigned.	CISO	2-3-4 - 2-3-6
Ensure formal training requirements are completed for all instructors.	CO	2-4-2
Ensure that previous graduates of formal instructor training courses are not required to reattend the course.	CO	2-4-2
Ensure instructors assigned to high-risk courses are screened.	CO	2-4-3
Ensure instructors assigned to non high-risk courses complete the required certification process.	Training Department CISO	2-4-4
Ensure instructors assigned to high-risk courses complete the required certification process.	Training Department CISO	2-4-4
Develop certification plans for instructors.	Course Manager	2-4-4

SECTION 9.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure newly arriving instructor trainees attend command and course indoctrination as a part of the certification process.	CO	2-4-4
Develop Core Unique Instructor Training for all high-risk courses.	CCMM	2-4-5
Approve Core Unique Instructor Training and Site Augment Plans.	CCA	2-4-5
Develop Site Augment Plans, as required, for high-risk courses.	Participating Sites	2-4-5
Submit Negative Augment Plan as required.	Participating Sites	2-4-5
Ensure instructors are technically competent to teach new material.	Course Supervisor	2-4-7
Ensure all instructors receive in-service training in counseling and participate in preventive counseling.	Course Supervisor CISO	2-4-8
Ensure that unsuitable instructors are reclassified.	Training Department CISO	2-4-9
Ensure curriculum managers complete the command's in-service training requirements for the designated position.	Training Department CISO	2-5-1 - 2-5-3
Ensure instructor training requirements are documented and records are maintained.	Training Department	2-8-1

INTRODUCTION

The student management process encompasses a wide variety of programs and methods. Each of these is specifically designed to address an element in the student management process. Types of programs or methods discussed in this chapter include:

- Student Pipeline Management (Selection of Duty Assignment, Acceleration, Setback Attrition, Supernumeraries and NITRAS Student Reporting).
- Student Recognition Program.
- Student Counseling.
- Remediation Program.
- Retesting Program.
- Academic Review Boards.
- Student Record Keeping.
- "A" School Military Training Program.
- International Military Training Program.
- Student Quota Management.

SECTION 1.0 STUDENT PIPELINE MANAGEMENT

1.1 Introduction

Pipeline management involves the control and supervision of the movement or flow of students through the training pipeline. All segments of the student pipeline must be carefully monitored to provide accountability and to maintain an uninterrupted flow of students. It is the responsibility of the individual training activities to provide this control and supervision for that portion of the pipeline over which they have control. Pipeline time is defined as the total time required to train personnel once they are designated as students. The following areas are included in pipeline time:

- Travel time to the training activity.
- In-processing at the training site.
- Time awaiting instruction.
- Time in actual training.
- Interruption of instruction time.
- Time awaiting transfer after graduation or termination of training.
- Time from transfer until reporting to the ultimate duty station.

In pipeline management, the focus of attention is on reducing in-processing time and the time it takes a student to complete the training. Pipeline management is further concerned with optimum class convenings, the sequencing of follow-on training, and the timely processing of students when they are made available for further duty assignment. The information that follows discusses policies applicable for effective and efficient pipeline management.

Pipeline management data is a training quality indicator. Each area listed above **except** travel time to the training activity and time from transfer until reporting to duty station will be analyzed by the training department and summarized by the CISO. Refer to Chapter 5.0, Section 4.0, for additional guidance on training quality indicator reporting.

SECTION 1.0 STUDENT PIPELINE MANAGEMENT

1.2 Responsibilities in Pipeline Management

Student accountability is a key element in effectively managing a training pipeline. NITRAS is the system that is used to account for the student's pipeline time. Because NITRAS is used during the budget process to determine the resources needed to accomplish the training mission, the importance of an accurate NITRAS data base cannot be overemphasized. The key to effective student accountability lies in a high degree of coordination, communication, and follow-up action among NITRAS/student affairs coordinators in individual schools, student control officers for the command, and other student supporting departments. Commanding officers will designate a student control officer who will be responsible for the interface and coordination of student pipeline functions between component commands. Specific responsibilities include:

- Coordinate local automated data processing (ADP) systems concerned with student control and pipeline management.

- Monitor in-processing time to ensure it is accomplished as soon as possible. In-processing time may vary between commands; however, pay/personnel, berthing assignment, and station indoctrination should be completed within a maximum of three work days.

- Ensure each command establishes directives concerning "catch up" and "class up" procedures. These include:

  - For courses that do not convene daily, weekly or bi-weekly, students arriving late for a course will be expeditiously processed and made available for enrollment. Students who arrive within a few days after the start date must be afforded every opportunity to "catch-up" with those students who were enrolled on the normal class convening data.

  - If the number of students awaiting instruction (AI) creates a backlog when courses are formed, appropriate "class up" actions to eliminate the backlog should be initiated. The actions may include formation of unscheduled classes, double shifting of classes, a temporary increase of classroom student-to-instructor ratios, or any other management initiative that may be required to alleviate the problem.

- In some cases, constraints such as mess cooking and contract specifications may preclude some actions. If this occurs, close coordination with either the functional commanders or the CNET training program coordinator (TPC) is necessary.

  If actions required have the potential to adversely affect the quality of training, (e.g. temporarily increasing student-to-instructor ratios) the functional commander or TPC must have the final approval.

- Students will be gainfully employed when not enrolled in formal training. However, strict accountability of the student's time in the pipeline precludes utilization in support functions, work details, etc., when such duties delay entry into a class. Exceptions exist at activities where students have been authorized duty as mess attendants for a limited period of time.

- Commanding officers shall maintain on-going liaison with external commands such as medical commands, legal services, etc. to ensure students are released from "hold" status and returned to training or transferred as expeditiously as possible.

- Activities teaching enlisted "A" schools will provide a weekly message to BUPERS, EPMAC and NAVRESPERSCEN (for TAR personnel), and CNET with a list of all "A" school students that fall into the specific categories of IA, IB, IIA, IIB, IIIA, and IIIB. If TAR personnel are involved, a separate list will be provided.

- Course managers should construct class convening schedules to minimize not under instruction (NUI) time for follow-on training. These requirements extend to normal follow-on training conducted at other activities. NITRAS coordinators at functional commands or student control officers at the activity, maintain a schedule of training to help develop optimum schedules to minimize student pipeline delays between courses.

1.3 Selection of Duty Assignment

As a motivational incentive and a means to transfer students expeditiously, the following procedures have been established. These apply to all "A" schools except CT, IC, ET, RM, 6YO, and TAR students.

On the class convening date, the following will be phoned or telefaxed to BUPERS: class number, convening date, graduation date and number of male and female

students in class. BUPERS will telefax the duty assignment billet listing to the school as soon after receipt of assignment request as possible.

The course manager will display the listing for the students to review. Students will select from this list of orders based on their class standing. The instructors should conduct a cursory check of available records to ensure that students can be expected to meet all eligibility requirements, e.g., overseas screening, security clearance, dependency, physical, etc.

The course manager will assign names and SSNs of the students to the duty assignment billet listing and provide a copy to BUPERS for issuance of orders and to the Personnel Support Detachment (PSD). This duty assignment billet listing is due to BUPERS within one week of the test administered midway through the course. The course manager will coordinate with PSD to begin overseas screening, port calls, etc., prior to actual receipt of official orders.

An Availability Report, less the duty preference portion, will continue to be made via Availability Reporting and Tracking Module (ARTM) or by message for non-ARTM activities. For courses 8 weeks or less, submit report during the first week of training. For schools more than 8 weeks long, submit immediately after the test that is administered approximately midway through the course. If the course is self-paced, submit as above, with the availability date based on average completion time of the course.

1.4 Accelerated Training Program

Students with previous education or job experience may have the student pipeline shortened. Accelerated training provides an opportunity for these students to accelerate through the course. In courses where appropriate, accelerated training should be instituted and screening methods in place to identify students for acceleration. Possible methods for screening students for include:

- Analyzing the results of a pretest.
- Allowing student to request acceleration.
- Instructor may recommend acceleration.

The commanding officer assigned CCMM duties is responsible for determining which courses will have accelerated training programs. Suggested factors to consider when making this determination include: nature of the training (high-risk), class scheduling

(courses are available to accelerate the student into), number and types of laboratory training (some labs require the complete student complement in order to operate). The deciding factors are whether the student is capable of accelerating through training, if the situation is conducive to acceleration, and it is cost effective. When the course is multi-sited, all courses will have accelerated training programs or request a waiver from the CCMM.

In an accelerated training program, the course supervisor should review the student's qualifications, interview the student, and make a decision on the request for acceleration. Boards may review the student's qualifications, interview the student and make a decision on the request. Once acceleration begins, the student should be allowed to continue as long as all tests are completed successfully. If the course is completed through acceleration, the enrollment record shall indicate that the student is a graduate of the course. Students accelerated through courses that contain skill-type learning objectives must successfully complete the performance tests in addition to the knowledge tests.

When a student is accelerated, the course supervisor is responsible for ensuring that a student action code (SAC) is assigned in the NITRAS.

Total number of accelerations for a course will be tracked and summarized as a training quality indicator.

1.5 Extension of Training

The ideal is for a student to complete training in the designated period of time or less. An extension of training (setback) occurs when a student is unable to complete the training in the designated time. Setbacks are classified as either academic or non-academic and increase the student's pipeline. Because setbacks are costly, they should be granted **only** after all other forms of remediation have been exhausted and when there is an indication that a setback is in the best interest of the Navy and student.

- **Academic setbacks** for "A" and "C" school students occur **only** as a result of an ARB recommendation. All decisions to academically setback a student from other courses, will be based on a decision by supervisory personnel above the level of the immediate instructor. Schoolhouse administrative procedures which result in automatic academic setback are not authorized. Students designated as academic setbacks will be allowed to repeat only that portion of a course for which they have failed to achieve the objective(s).

- **Non-academic setbacks** may occur when the student is unable to complete the material due to illness or special circumstances outside the control of the course or student. The decision to setback non-academically is a management decision.

- Training and course managers are responsible for evaluating the causes for setbacks and taking action to lower this rate without lowering training standards.

- When a student is setback, the course supervisor is responsible for ensuring that the correct student action code is assigned in the NITRAS. SACs will be discussed later in this chapter.

- If a student in a **high-risk course** is setback due to a medical problem which may result in future problems while in training, procedures will be in place to notify the instructor(s) of the medical problem.

1.6 Attrition

Every effort will be made to help students succeed. However, there are times when the student is clearly unsuited, unable and/or unwilling to complete the course. If this occurs, the student is dropped from training. Attrition is the term used to indicate a drop from training and may be classified as either academic, non-academic or disenrollment.

- **Academic attrition** occurs when a student is unable to achieve the learning objectives because of an academic problem, such as lack of classroom ability or lack of laboratory ability. Decisions to academically attrite "A" and "C" school students will be as a result of an ARB action. All decisions to academically attrite a student from other courses will be based on a decision by supervisory personnel above the level of the immediate instructor.

- **Non-academic attrition** is based on administrative decisions that are not a result of academic performance. Examples of non-academic attrition include administrative, disciplinary, motivational, medical, death, physical, fraudulent enlistment, and convenience of the government. For some non-academic attrites, the decision to attrite is based on a decision by higher authority. For non-academic attrition decisions, the convening of an ARB is not required.

- **Disenrollment** is based on administrative decisions beyond the control of the training activity that are a result of higher authority direction or pre-service condition. Disenrollment is considered attrition because it represents a lost seat in training. Examples of disenrollment include cancellation of a class or course, rating or program conversion, incomplete training as requested by member's command or higher authority, inability to meet prerequisites (medical, physical, academic, and/or security).

- When a student is attrited the appropriate course manager is responsible for ensuring that the correct student action code is assigned in the NITRAS.

- As with setbacks, attrition is costly. Every effort will be made to maintain attrition as low as possible without lowering training standards.

- Attrition, both academic and non-academic, will be monitored by the functional commanders.

- Training and course managers are responsible for tracking and evaluating the causes for attrition within a particular course or pipeline of courses.

- If through the monitoring process the course manager determines that attrition is a problem, then a Course Attrition/Setback Analysis will be conducted by designated course personnel.

- Appendix B contains a checklist that will help course managers evaluate the possible causes for attrition/setbacks. This checklist may be used to pinpoint areas of attrition/setback within the specific course. An attrition/setback analysis may also be directed by the training managers in CISO and the training department, the commanding officer or the functional commanders.

- Total setback and attrition rates for a course will be analyzed and summarized as training quality indicators. Refer to Chapter 5.0, Section 4.0, for additional information.

1.7 Time-to-Train

Time-to-Train (TTT) is the principal method used to calculate actual student mandays expended in training. By understanding and applying the data from TTT, training managers are able to determine if excess mandays are occurring and for what reasons. TTT data can be obtained for any course that is reported to the NITRAS Student Master File (SMF). TTT data is reported under the following categories:

SECTION 1.0 STUDENT PIPELINE MANAGEMENT

- Under Instruction (UI) — the number of days a student has attended training beyond the published NITRAS course length. This includes holidays and weekends.

- Not Under Instruction (NUI) or Supernumeraries — the number of days a student spends outside formal classroom training due to:

  - Awaiting Instruction (AI) — students placed in a "HOLD" status until enrolled.

  - Interrupted Instruction (II) — students placed in a "HOLD" status when training is interrupted or they are unable to attend class.

  - Awaiting Transfer (AT) — students placed in a "HOLD" status prior to transfer.

CNET sets TTT specifications for "A" school pipelines under their cognizance. These specifications are used to determine if graduates are flowing through the pipeline within the specified time frame. Any mandays above the specification are considered excess. CNET monitors TTT data monthly and compares actual graduate mandays to the specifications for conformance. In general, specifications are set as follows:

- The UI specification is set at the published course length plus additional days for setbacks and manday holidays, depending on the length of the course. One additional day is allowed for each 30 day increment of instruction. For example, a 30 day course would be allowed one additional day, whereas a 40 day course would allowed two additional days.

- NUI or supernumeraries, include AI, AT, and II.

  - AI specifications are based on the convening frequency and whether or not mess cooking, base indoctrination or additional screenings are required before a student begins class.

  - AT specifications are set for the last course in the pipeline, based on historical data, but will not exceed three days.

  - II specifications are based on historical data.

- Functional commanders will maintain TTT specifications for "A" school pipeline courses for each manday category UI, AI, II, and AT.

- TTT specification will be used as a baseline or benchmark to assist the manager in reporting trends in student flow within a training pipeline.

- When displaying fluctuations in manday expenditures, it is recommended that a run or line chart be used. Graduate mandays should be used for the "y" axis and months for the "x" axis. The measure of variation around the specification line and the upper tolerance limits should also appear on the graph.

- Functional commanders shall establish necessary procedures and policies to facilitate appropriate oversight management and review of excess mandays occurring in "A" schools under their purview. Each functional commander will identify a manday control representative to manage the distribution and maintenance of NITRAS TTT Manday reports.

- It is the responsibility of the training and course managers to continuously monitor the excess manday reports as provided by TTT specifications to ensure that the most efficient and effective means are used to move students through the training pipeline. Monitoring allows for early detection of variances and provides the opportunity to isolate out-of-tolerance areas that require corrective action. If a course is reported with excessive mandays beyond the specification levels, training and course managers should first validate manday expenditures at the lowest level of data reported and verify data entry.

- The tracking of supernumeraries in the TTT data is a training quality indicator. Additional information on the training quality indicator report for supernumeraries is provided in Chapter 5.0, Section 4.0.

1.8 NITRAS Student Reporting

Student Training Status — Managing the student pipeline means tracking students from the day they report on board until the day they leave the training activity. The status of a student when on board a training activity may be reported As: Awaiting Instruction, Under Instruction, Interrupted Instruction, or Awaiting Transfer.

Student Action Codes (SACs) — indicate student status. The operation of the Student Master File (SMF) in NITRAS is keyed to these codes. This section is not intended to go through all possible codes nor is it intended to train the course manager on how to use NITRAS. The purpose of this section is to provide an overview of the types of action possible and to stress the importance of entering the correct data and of tracking student status.

SECTION 1.0 STUDENT PIPELINE MANAGEMENT

The following situations may occur for students assigned to the **Awaiting Instruction (AI)** category.

- **Hold Preventing Enrollment** — may be used when the student reports on board but is unable to begin instruction. Examples include:
  - Security clearance not processed.
  - Legal, Medical or Dental hold.
  - Year-end Holiday Stand-down.
  - Administrative hold.
  - Leave.
  - Authorized Base Indoctrination.
  - UA after 24 hours/10 days.
- **Initial Enrollment** — is used to initially enroll a student in a class whose convening date has not arrived. This means the student is on board awaiting instruction and is accruing awaiting instruction time for the training activity. Examples include:
  - On board prior to class convening date.
  - Backlog due to excessive student input.
  - Backlog due to instructor/staff non-availability.
  - Backlog due to equipment/space limitation.
  - Early enrollment to a follow-on course at the same UIC.

The following situations may occur for students assigned to the **Under Instruction (UI) category.**

- **Enrollment** — reports a student enrolling on or after the class convening date and accruing **UI** time for the training activity.

- **Reinstatement** — reports a student released from an interrupted instruction hold and reinstated in the same class.

- **Setback** — is used when a student is reassigned to a later class with the same CDP. Setbacks may be academic or non-academic. The following possible actions may occur due to a setback:

  - Academic setback.

    — Setback without remedial training.

    — Setback with remedial training.

  - Non-academic setback.

    — Setback for medical/physical reasons with or without remedial training.

    — Setback for military reasons with or without remedial training.

    — Setback for legal/administrative reasons with or without remedial training.

    — Leave.

    — Other.

- **Acceleration** — is used to reassign a student to an earlier class in the same CDP.

Interrupted Instruction (II) is used to place a student in a hold status after the convening date when instruction has been interrupted and the student is unable to attend class. Under **II**, there are several codes unique to the functional commands or to the type of training. Consult the *NITRAS SMF User Manual* for this information.

Awaiting Transfer (AT) indicates that a student is no longer enrolled in training. This includes such actions as attrition, discharge, reclassification and/or graduation.

SECTION 1.0 STUDENT PIPELINE MANAGEMENT

- **Attrition** — is classified as academic, non-academic or disenrollment.

  - The **academic attrite** is further classified as classroom inability, laboratory inability or other. When the other category is used, the reason must be stated in the ARB recommendation.

    — **Academic attrites for classroom inability** include the lack of:

      – Reading skills.

      – Math Skills.

      – Comprehension/retention of subject matter.

      – Language proficiency.

    — **Academic attrites for laboratory inability include:**

      – Lack of manual skills/dexterity in use of tools and equipment and lack of knowledge application.

      – Flight failures for pilots and NFOs.

  - The **non-academic attrites** include the following general categories:

    — **Motivation** attrite codes should be assigned when the attrition is due to disinterest or unwillingness to perform, not lack of ability. Motivation attrites are more difficult to any of the other codes. In many cases, the student's inability to excel in class causes him/her to become negative and demotivated. This is why it is important for course managers to establish counseling and remediation programs that can provide a student every opportunity for success.

    — **Administrative** attrite codes are a result of some administrative action which removes the student from training. Examples include:

      – Alcohol and/or drug rehabilitation.

      – Unsuitability for training.

      – Hardship.

— **Medical** attrite codes are numerous in type and are classified into pre-service and service connected attrites. All medical attrites codes are determined as a result of a medical decision.

— **Legal** attrite codes are assigned as a result of legal action from an offense committed by the student. Examples include:

  - Arrest by civil authorities.
  - Civil conviction.
  - Desertion.
  - Misconduct.
  - Drug and/or substance abuse.

— **Death** attrite codes are categorized as non-training related, training related or suicide.

— **Physical** attrite codes are non-medical and are assigned due to the student's inability to meet physical requirements, for example:

  - Obesity.
  - PRT failures.
  - Non-swimmer.

— **Fraudulent enlistment** attrite codes are due to a failure to disclose certain non-medical, pre-service disqualifying conditions. Examples include:

  - Initial drug screening.
  - Arrest record.

— **Convenience of the government** attrite codes are a result of a lack of knowledge of specific pre-service (non-medical) disqualifying conditions. Examples include:

- Under age.
- Erroneous enlistment.

— **Miscellaneous** attrite codes are used only when the situation cannot be assigned to one of the above categories.

- **Disenrollment** — occurs when the student does not graduate for reasons other than academic/non-academic attrition. Examples include:
  - Cancellation of class/course.
  - Rating or program conversion.
  - Incomplete training requested by command/higher authority.
  - Did not meet prerequisites.
  - Did not meet security requirements.
- **Anticipated disposition** — codes are assigned based on the recommendation of an ARB or higher authority and are classified into the categories listed below.
  - Reclassified and assigned to another course.
  - Made available for reassignment to the fleet.
  - Recommended for a separation from the Navy.

Accurate assignment of the SACs is vital to effective pipeline management. Personnel responsible for assigning and tracking the SACs should receive in-service training prior to assignment of this duty.

SECTION 2.0 STUDENT RECOGNITION PROGRAMS

2.1 Introduction

Since student motivation is an important tool in an effective training program, training managers should develop and implement a student recognition program. Some awards within the program may be activity wide while others may be unique to the individual courses. Commanding officers are responsible for determining the need for and the types of programs for student recognition. The following is a list of programs that may be used to enhance student motivation.

2.2 Activity Wide Programs

- Student of the Quarter
  - This type of program should be used to recognize not only the student that excels in academic performance, but one who excels in all areas of military performance.
  - Activities may desire to differentiate between USN and USMC students or between "A" school students and other students if both are located at the same activity.
  - The training managers are responsible for establishing the criteria used to evaluate the candidates and communicating these requirements to all students. The course managers and instructors are responsible for nominating students for this award.
  - Awards may include picture in the paper, designated parking areas, etc. This program may also be implemented on a weekly or monthly basis.
- Activity Honor Roll
  - This type of award should be used for academic performance only.
  - Students with the highest grades should be recognized by the activity on a scheduled basis.

2.3 Course Unique Programs

- Individual Performance
  - As with the honor roll and the student of the quarter, course managers may also establish similar programs specific to their individual courses.
  - Awards should be limited as to what the course managers are allowed to do within their activity's policies.
- Improved Performance
  - While awarding individual performance is important, it often reaches only a small portion of the student population. Many times the student recognized would have been motivated without the program. Improved performance awards recognize students for something other than highest course average.
  - The student, for example, who progressively improves performance and attitude may deserve recognition for the improvements.
- Group Performance
  - Some courses require students to work as teams. When this is done, the group should be recognized for outstanding performance.

SECTION 3.0 STUDENT COUNSELING

Preventive counseling will be instituted in "A" and "C" schools and should include both counseling for performance and personal problems.

- Preventive counseling is designed to:
  - Identify the student with a problem.
  - Provide help in solving the problem before it results in reduced learning capacity or course failure.
- It is the duty of all staff members to be aware of their roles and responsibilities as counselors. Refer to Chapter 2.0, Section 4.0, for a list of duties, responsibilities, and training requirements.
- Performance counseling may be required when the student is having problems that impact on his/her ability to perform in the course. These problems include such things as:
  - Poor study habits.
  - Inappropriate military conduct.
  - Poor academic performance based on test results.
  - Motivational problems.
- Performance counseling is done primarily by the instructor who is most likely to recognize that a problem is developing.
- Each training activity shall establish guidelines for the identification of students' difficulties. The following serve as indicators of those difficulties.
  - Discrepancy between a student's potential as measured by Armed Services Vocational Aptitude Battery (ASVAB) test scores and course pretest results and/or performance in the course.

- Significant trends toward reduced achievement of learning objectives not compatible with the difficulty of the technical material.
  - — The decrease in performance may not have reached the point of failure.
  - — When a decrease in performance continues from one progress test to immediate action.
- Significant change in a student's behavior, such as:
  - — Repeated failure to prepare class assignments.
  - — Excessive tardiness.
  - — Increase in laboratory accidents.
  - — Sluggishness in laboratory/shop performance.
  - — Sleeping in class.
- Review of student course critiques.
  - — When critique sheets are filled out at different intervals in the course, they often provide valuable information as to student problems.
  - — While students are not required to identify themselves on the critique, be discussed with the class as a whole.

- The other aspect of preventive counseling is the counseling of personal problems that impair the student's ability to concentrate on the job of learning.
- The instructor is once again the first to deal with a student who has a personal problem. The guidelines used to identify performance problems may also be used to identify a student with personal problems.
- Oftentimes there is no clear cut division between the two types of problems in that personal problems often lead to performance problems.

SECTION 3.0 STUDENT COUNSELING

- The instructor's responsibilities include:
  - Recognize that a problem exists.
  - Talk to the student in an effort to identify the problem.
  - If unable to assist the student, refer to another agency via the chain of command.
  - Follow-up on the student's status.
- Instructors are not trained to counsel students on serious personal problems. Problems of a serious nature should be referred to special counseling programs such as:
  - Navy Chaplain.
  - Family Services.
  - Drug/Alcohol Counselors.
  - Red Cross.
  - Navy Relief.
- In any type of counseling situation, instructors must establish an atmosphere that encourages the student to seek out help when problems occur.
- The instructor must make the students aware of the proper chain of command when seeking assistance to their problems.
- Instructors should conduct counseling sessions with the students as soon as problems or potential problems occur. Often students will respond favorably to an encouraging word or a clarification of training materials.
- Each counseling session will be recorded in the student's record. The student record will be discussed at the end of this chapter.

SECTION 4.0 REMEDIATION PROGRAMS

Remediation is defined as a method to aid students in achieving the objectives by providing additional instructional study time. Remediation is necessary because not all students can accomplish the objectives or understand the material in the normal classroom time. Remediation is affected by the criticality of the objectives. Critical objectives are objectives that are required for job performance. The criticality of the objectives is a function of the curriculum development process and is discussed in detail in NAVEDTRA 130 or 131.

Because students are different, it may be necessary to use several different methods of remediation to realize the most effective results.

The following guidelines apply to the development and implementation of a remediation program.

- Remediation shall **not** be used for disciplinary purposes.
- Remediation will be used to motivate and assist the student in the learning process.
- Instructors, trained and certified in the subject matter, will be made available to the students during remediation.
- Remediation may be voluntary or mandatory.

Refer to Appendix C for additional information and guidelines on voluntary and mandatory remediation as well as guidelines for implementation.

SECTION 5.0 RETESTING PROGRAMS

In addition to the remediation policies, retesting procedures must also be established. Normally, these procedures are contained as a part of the remediation program. As with remediation, retesting procedures are also affected by criticality of the objectives. The following guidelines apply to the retesting of students. Students will be administered a retest of the material after remediation when:

- The student fails to meet the minimum passing grade for the test as a whole. The student may be retested on the portion of the test failed or on the entire test. This decision should be based on the degree of the test failure and the student's performance on the objectives.

  - If the student passed the material retested, the grade assigned will be the minimum passing grade for the course.

  - This policy applies whether the student is retested on the entire test or the portion of the test failed.

- The student meets the minimum passing grade for the test but fails to accomplish the critical objective(s). The student is retested **only** on the objective failed. In this instance, the student will retain the original test grade. Performance tests may provide an exception to this rule. If the performance cannot be measured by retesting only the failed objectives, a complete retest may be administered.

- The student passes the test but fails an objective, either critical or noncritical, to the degree that it is clear the student does **not** understand the objective. The student should be retested **only** on the objective failed and should retain the original test grade.

Retesting will occur as soon as possible after remediation. Prolonging the completion of remediation and retesting may cause the student unnecessary difficulties with the new lesson material.

In some cases, retesting may be accomplished orally. Oral retesting may occur in the following situations:

- When the student passes the test but fails a critical objective by only one or two test items.

- When the student passes the test but fails a noncritical objective.

When a test falls on the last day of training, and remediation and retesting are not possible, remediation and retesting is not mandatory. The student will be referred to an ARB if the course is an "A" or "C" school.

- If an ARB determines the student has failed to achieve the course objectives, the student will not be given credit for completion of the course and will be considered an academic drop.

- If an ARB determines the student has passed the course objectives, the student will be considered a graduate. The training managers must ensure that there are methods in place for the ARB to determine if the student has passed the course objectives.

- Documentation must be made in the service record indicating the student either attended training and did not graduate or did graduate. Guidelines for both circumstances will be detailed in the testing plan for the course.

When a test falls on the last day of training and the course is **not** an "A" or "C" school, remediation and retesting is not mandatory. However, students failing a final exam will be referred to supervisory personnel above the immediate instructor who will then make the recommendation to attrite, setback or graduate the student.

Commanding officers of all training activities are responsible for the development of procedures for voluntary and mandatory remediation and retesting. All remediation and retesting procedures will be described in the testing plan for the course.

SECTION 6.0 ACADEMIC REVIEW BOARDS

6.1 Introduction

The Academic Review Board (ARB) process provides for formalized procedures in handling **non-disciplinary** problems related to a student's academic progress. Standardized procedures for conducting ARBs are essential to protect individual rights of privacy and fundamental fairness, to ensure that accurate and complete records are kept, and to ensure that the best decisions concerning a student's academic progress in a training program are made.

6.2 Policy

- ARBs will be established at all training activities which conduct the following types of training:
  - Class "A" schools.
  - Class "C" schools.
- Training activities that provide the other types of training will establish ARBs as directed by the functional commanders.
- ARBs will be convened as soon as possible, not to exceed one working day, when it is determined that:
  - A student's overall course grade falls below the minimum passing grade.
  - A student fails a retest after having received remediation on that same material.
  - A student's performance is below the expected academic progress.
  - A student fails any test on the material covered in the academic setback.
- Students will **not** be removed from class to await an ARB. Students will be allowed to continue with class until an ARB decision has been made.
- All students enrolled in Class "A" and "C" schools will be academically setback or attrited **only** as a result of an ARB recommendation.

SECTION 6.0 ACADEMIC REVIEW BOARDS

- Administrative procedures which result in "automatic" attrition or setback are not authorized. When an ARB is convened due to test failure, the student shall be given every opportunity for remediation and retest on failed material prior to the convening of an ARB. Exceptions will be noted in the testing plan for the course.

- Possible ARB decisions include:

  - **Continue with class (CWC)** — allows a continuation of training in the present class with or without remediation.

    — A CWC recommendation requires that the test records and the interview show clear evidence that the student can pass the course if allowed to continue.

    — The ARB should decide if remediation is necessary for the student to continue and set the remediation requirement.

    — The remediation requirement should identify specific areas of study and indicate the time the student is to stay in the remediation program.

  - **Setback** — allows an extension of training with or without remediation.

    — When the ARB recommends a setback, the records should indicate that the student is motivated to remain in training. The test scores and interviews should indicate an ability to achieve the objectives after a repeat of the portion of training.

    — If remediation can be achieved in any way other than setback, it shall be considered first.

  - **Drop from training (attrition)** — results in a recommendation for disposition.

    — When recommending a drop from training, the student must demonstrate either unwillingness or inability to continue the training.

    — Attention should be given to the student's desire and eligibility for reclassification when the board makes the decision to recommend attrition.

- All ARB recommendations for international military students will be referred to the International Military Student Manager.

6.3 Procedures

The ARB is an integral part of the student counseling program. It is based upon the philosophy that decisions concerning student setback and attrition from Navy training courses are better arrived at by a group acting together as a board rather than by an individual acting alone.

- The goals of an ARB include:
  - Help students solve problems that may prevent successful completion of training.
  - Determine which students are able to complete training.
  - Determine which students are unable and or unwilling to complete training.
  - Make recommendations concerning their findings.
- Because an ARB is a group action, the following composition and structure is required.
  - All ARBs will be composed of a chairman and at least two additional members. All persons serving on the ARB will be required to vote on the board's recommendation.
  - The chairman will appoint one of the members to serve as recorder. The recorder will be responsible for completing the necessary paperwork.
  - If the student is an "A" school student, his/her company commander will be notified prior to convening the ARB for the purpose of providing input to the board. If determined necessary by the chairman, the company commander will serve as one of the members of the board.
  - Other ARB members are chosen from instructional personnel. This includes officer and enlisted instructional/supervisory personnel, classroom and laboratory instructors, and instructional/training specialists.

- At least one member must be a certified instructor in the area in which the student is having difficulty.
- Supervisory personnel who have command designated authority for approval/disapproval of ARB recommendations may **not** sit as members of the ARB.
- Membership need not be permanent, but all members must meet the following qualifications:
  - — Understand the NITRAS attrition codes and reporting procedures.
  - — Understand the activity's policy for attrition and pipeline management.
  - — Receive training in the purpose, policy, and procedures of an ARB.

■ Duties of an ARB include:

- Review information contained in the student's performance records prior to the ARB.
- Conduct an ARB interview with the student.
- Make recommendations based on a group consensus.
- Complete the required paperwork.

■ When conducting an ARB, the following procedures will be adhered to:

- All procedures will be conducted with respect for the privacy of the students. Conduct ARBs in a private area, i.e., vacant classroom, conference room, etc.
- While the ARB is to be conducted in an official, standardized setting, the members shall exhibit a presence that is cordial and supportive.

SECTION 6.0 ACADEMIC REVIEW BOARDS

- All participants will be seated and the proceedings will be conducted in a friendly, informal manner. The board chairman will explain to the student that the board has been convened to help the student determine why the student is having difficulty. Once the cause has been identified, the board and the student, working together, will develop a plan for success.

- The chairman will also inform the student that he/she has the right and duty to speak and what the possible board actions might be.

- Before a decision concerning the student can be made, the interview must include questions of the student concerning such things as:

  — Course material.

  — Academic progress.

  — Attitude.

  — Personal problems, etc.

- The recorder will take any notes that will assist the board in making and justifying the ARB recommendation.

- To avoid excessive note taking by the recorder, the student may provide written responses to typical questions asked during an ARB (e.g., Why are you having difficulty? Where are you having problems? Are there any personal problems that are preventing you from doing your job? Do you want to remain in this course?) prior to convening the board. The board may then discuss these with the student. The board, however, is not limited to just these questions.

- In addition to questions of a personal nature, the board should assess the student's academic performance by asking questions specifically related to the course material. Since the board is tasked with looking at academic issues, it is important to know just how much difficulty the student is having and where that difficulty is occurring. Test scores do not always indicate the student's level of expertise.

- After the interview, the student may, at the board's discretion, leave the room while a decision is agreed upon. The student should be recalled and the recommended action explained to him/her.

- The chairman will make clear to the student what the recommendation is, what consequences may result from the approval of that recommendation, and what actions are expected of the student.

- The student will be given the opportunity to make a written statement. If the student does not wish to make a written statement, then the student will sign a statement to that effect.

- When an ARB is convened, all proceedings will be documented. Documentation will include an Academic Review Board Record and, if appropriate, a Student Drop Record. The ARB Record is a locally developed form that contains the following minimum information:

  - Student data (name, rate, SSN).

  - Course data.

  - Board action data (CWC with/without remediation, setback, attrite).

  - Signatures of board members.

  - Final action taken with signature of authority.

  - Title and date of final approving officer.

  - Student signature line.

- The Student Drop Record is a locally developed form used by both the course and student control to record student information and track the disposition of the student. When a student is being dropped from training, a Student Drop Record will be completed. Both the course and student control are responsible for completing the required information of the Student Drop Record.

- The following information on the Student Drop Record will be completed at the course or department level.
  - Student data (name, rate, SSN, type of student [USN, USMC, etc]).
  - Course data (title, CIN, CDP, class number, date convened, date dropped [last day in class], total time in training in calendar days).
  - If previously setback, original class number, date convened, total number of setback (list academic and non-academic separately, weeks lost due to academic setback, class standing and final course grade.
  - Drop code.
  - Signature and date of approving authority.
- Once a student has been dropped from training, the Student Drop Record will be forwarded to student control. Student control will enter the appropriate SAC into NITRAS and reinterview the student for possible reclassification/ reassignment. Once complete, a copy of the form should be returned to the training department.

  Student control will complete the following information on the Student Drop Record:
  - Signature, title, and date verifying student personnel action completed.
  - Signature, title, and date verifying NITRAS/MILPERSIS action completed.
  - Signature, title, and date verifying reinterview action completed.
  - Signature, title, and date verifying student reclassification.
- The number of ARBs, type of action recommended, and type of action taken are training quality indicators and will be analyzed for trends.
- It is recommended that all persons serving on an ARB be provided in-service training on the purpose, goals, and procedures for an ARB. It is also recommended that training be provided in counseling and NITRAS tracking.

SECTION 7.0 STUDENT RECORD KEEPING

7.1 Introduction

Student records serve as a basis for training management decisions, historical reference, and for inspections and audits. All records will be retained by the training activity for at least two years and are subject to review during command inspections.

Specific content of a student record and the procedures for maintaining those records will vary between training activities due to the type of training provided and the method used to store the records. "A" school courses for example, may require different student information than "F" school courses. Method of storage may vary based on the ADP equipment and software programs available to a command.

The intent of the following information is to standardize the general information contained in the student records. For this purpose, all records will contain background data and student progress data appropriate to the type of training provided.

- Background data is normally available in the student's service record. Examples of the types of data include:
  - Student name.
  - Age.
  - Social Security number.
  - Highest educational level attained.
  - ASVAB scores and test version.
  - List of technical schools previously completed.
- Student progress data may include:
  - Test scores.
  - Acceleration data.
  - Remediation data.

- Setback data.
- Counseling data.
- Academic Review Board actions.
- Disenrollment disposition.
- Graduation date/drop date.

- This information may be used to assess the needs of individual students by identifying students for possible advanced placement, assisting instructional personnel in solving individual learning problems, and determining if course prerequisites have been met.

- If students do not meet course prerequisites, the situation must be documented, and the functional commander will be notified if a significant trend that may impact training is indicated.

7.2 Disposition Of Student Records

All required data will be recorded in the individual's service record upon completion of training, transfer, or discharge. All student enrollment and progress records may be disposed of after two years provided the information has been recorded as required in the service record. Student test answer sheets will be destroyed when they have been graded and grades have been recorded on the student's official progress records and all data for test analysis has been recorded.

SECTION 8.0 BASIC MILITARY TRAINING CONTINUUM

8.1 Introduction

Training activities in NAVEDTRACOM are centers of professional and technical excellence within the Navy. They also serve as model institutions in terms of maintaining high military and fitness standards. These activities are required to motivate and prepare accession pipeline personnel for duty in the fleet. In addition to providing a quality learning experience, these schools must serve as an extension of the recruit training experience.

The responsibility of the training activity then is to provide technical, military and motivational training to the students. The term used to describe the military and motivational training program for "A" school students is Basic Military Training Continuum (BMTC). It is the responsibility of the functional commanders to insure that the following actions are carried out in all NAVEDTRACOM training activities conducting class "A" school and apprentice training.

8.2 Actions

- Military and motivational training will be given equal emphasis with technical training.
- Staff and students will maintain the highest standards of appearance and courtesy.
- Students and staff will participate in a regularly scheduled physical conditioning program.
- High standards of order and cleanliness in billeting facilities will be enforced through periodic inspections. Activities that do not exercise direct control of student billeting facilities will coordinate with host activities to ensure billeting requirements are met. Should difficulties arise, report to CNET, via the functional commander, for resolution.
- An environment conducive to study will be maintained in billeting facilities.
- Students will march to class at the discretion of the commanding officer.
- Periodic personnel inspections will be conducted.

- Students will be assigned meaningful watch duties.

- Students will receive the formal Navy Military Training (NMT) for Integrated Training Brigades (ITB). This training will be conducted outside normal classroom hours and will not serve as a basis for increasing course length. Courses which are too short to allow adequate time for completion of the training will have the syllabus tailored by the CO.

- A formal student chain of command will be established through which student activities will be administered.

- Fleet returnees should be used to provide influence and guidance to other students as necessary.

  - BMTC company commanders should brief the incoming fleet returnee as to the influence he/she may have over the other students.

  - It is important that this influence be positive.

  - Maximum use of fleet returnees to assist in supervisory roles is encouraged.

  - Proper use of fleet returnees will serve to reinforce the training objectives and enhance their self-esteem and motivation.

SECTION 9.0 INTERNATIONAL MILITARY TRAINING PROGRAM

The Security Assistance Training Program (SATP) consists of U.S. military training assistance to eligible countries under International Military Education and Training (IMET) and Foreign Military Sales (FMS). Its objectives include:

- Develop skills needed for effective operation and maintenance of equipment acquired by foreign countries from the United States.
- Promote U.S. military rapport with armed forces of foreign countries.
- Promote better understanding of the United States, its people, political institutions, and way of life.
- Increase international military students' awareness of U.S. commitment to the basic principles of internationally recognized human rights.

SECNAVINST 4950.4, Directive for Security Assistance and International Logistics, prescribes policies, responsibilities, procedures, and administration for the education and training of international military students in Department of the Navy courses.

CNETINST 4950.2 (series), DoD Information Program (IP) for International Military Training Under the Security Assistance Program, contains guidance specific to NAVEDTRACOM activities.

CNET serves as the U.S. Navy systems command for security assistance training.

- CNET conducts formal schools training for the international military students in NAVEDTRACOM schools.
- CNET provides military technical training as required when tasked by competent authority.
- CNET ensures that all commands appoint an International Military Student Manager (IMSM).
  - The IMSM monitors and coordinates activities for inter-national military students' training, including implementation of the IP.

- Executes, operates, and administers designated portions of the SATP through the Commanding Officer, Naval Education and Training Security Assistance Field Activity (NETSAFA).

- Training activities will fulfill the responsibility of the United States to international military students undergoing training.

  - They are expected to treat international military students with traditional American courtesies.

  - They are responsible for teaching a particular skill.

  - They are also responsible for fostering friendly relations with the countries represented by a genuine display of hospitality, interest in their welfare, and personal assistance.

  - Beyond this, a basic rule requires that international military students be treated, so far as possible, like their U.S. counterparts.

- Questions regarding foreign training should be referred to the activity's IMSM or NETSAFA.

SECTION 10.0 STUDENT QUOTA MANAGEMENT

The efficient control of course quotas is essential in order to achieve the annual training input plans and ensure higher utilization of courses. Traditionally, the quota assignment/control function has been performed by the functional commanders.

- Quotas for NEC producing courses are normally controlled by BUPERS. This centralized quota control authority allows for the coordination of attendance at more than one course at a given training site.

- The quota control authority shall:

  - Be responsible for the assignment as well as the cancellation of quotas for courses under its cognizance.

  - Ensure that quotas assigned for a specific class are not over-subscribed.

  - Ensure that prerequisite requirements are provided to the command requesting quotas.

  - Notify quota holders as soon as possible in the event that a class is cancelled.

  - Communicate with the specific course managers on a regular basis, keeping them apprised of the number of quotas granted to each convening class.

- Special considerations of the quota control authority include:

  - A standby list can be maintained for classes that are full. If quotas are cancelled by confirmed quota holders, new classes are convened or class capacity is expanded, commands on the standby list can be notified and given a quota for the class.

  - To decrease the no-show rate of a particular course or to ensure students arrive with the required prerequisites, training managers may transmit advance quota confirmation messages to all commands holding quotas at least two weeks prior to each scheduled class to serve as a reminder. These messages can solicit clearance data and provide reporting instructions and uniform requirements.

SECTION 10.0 STUDENT QUOTA MANAGEMENT

- To increase course utilization, training managers should transmit messages to ships and commands in the immediate vicinity advising them of available quotas and classes when it becomes apparent that seats are available.

SECTION 11.0 SUMMARY

Chapter 3.0 contains a description of the guidelines and procedures relevant to the management of students within a training command. Many of the guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands and in some cases a single course. For example, some of the student management programs are better suited for "A" school students than other types of students.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 3.0. The matrix further identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the commanding officer; however, the CO is listed as the responsible party on the matrix. In this chapter, there are some responsibilities that may overlap and will vary based on the structure of the different commands. Finally, the matrix lists the page or pages where the guidelines, procedures or tasks may be found.

TASKS	RESPONSIBILITY	PAGE
Monitor and analyze student pipeline data.	Training Manager CISO	3-1-1
Ensure personnel, designated to interface and coordinate student pipeline functions, perform the duties as required.	CO	3-1-2 3-1-3
Establish an accelerated training program for courses as appropriate.	CO	3-1-4
Ensure that academic setbacks for "A" and "C" school students occur only as a result of an ARB recommendation.	Training Manager	3-1-5
Ensure that students who are academically setback repeat only the portion of the course for which they failed to achieve the objectives.	Training Manager	3-1-5

SECTION 11.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure that academic setbacks for all students, other than "A" or "C" school students, are based on a decision by supervisory personnel above the level of the immediate instructor.	Training Manager	3-1-5
Track and evaluate the cause for setbacks in a course or pipeline.	Training Manager	3-1-6
Ensure instructors are notified when students in high-risk courses are setback due to medical problems.	Course Supervisor	3-1-6
Ensure that academic attrites from "A" and "C" schools occur only as a result of an ARB recommendation.	Training Manager	3-1-6
Ensure academic attrites from schools other than "A" and "C" schools, are based on a decision by supervisory personnel above the immediate instructor.	Training Manager	3-1-6
Track and evaluate the cause for attrition in a course or pipeline.	Training Manager	3-1-7
Monitor and manage the student pipeline.	Training Manager	3-1-7
Monitor excess manday reports.	Course Manager	3-1-9
Track and monitor supernumeraries to ensure efficient and effective means of moving students through training.	Training Manager	3-1-9
Track student status in a course or pipeline.	NITRAS Training Manager	3-1-9
Determine the need for, develop, and implement a student recognition program.	CO	3-2-1
Ensure preventive counseling is being conducted in all "A" and "C" schools.	Training Manager	3-3-1

SECTION 11.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Establish guidelines for the early identification of students with problems that can affect performance.	CO	3-3-1
Document student counseling sessions.	Course Supervisor	3-3-3
Ensure remediation programs are established for each course.	CO	3-5-2
Ensure ARBs are conducted for all decisions on academic setbacks and academic attrites for "A" and "C" school students.	Training Manager CISO	3-6-1
Ensure ARB recommendations for international military students are coordinated with the International Military Student Manager.	Course Manager	3-6-3
Ensure ARBs are conducted as per the established guidelines.	Training Manager CISO	3-6-4
Document ARB proceedings using an ARB Record and /or a Student Drop Record.	Course Manager	3-6-6
Ensure locally developed ARB Records contain the minimum established requirements.	CISO	3-6-6
Ensure locally developed Student Drop Records contain the minimum established requirements.	CISO	3-6-6 3-6-7
Ensure ARB members are provided in-service training prior to serving on an ARB.	CISO Course Supervisor	3-6-7
Ensure locally developed student records contain the minimum established requirements.	CISO	3-7-1
Maintain student records for at least two years.	Course Supervisor	3-7-1

SECTION 11.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Track performance of students who arrive without meeting course prerequisites and notify functional commanders if a trend is identified.	Training Manager	3-7-2
Implement the Basic Military Training Continuum in accordance with established guidelines.	CO	3-8-1

CHAPTER 4.0 CURRICULUM MANAGEMENT

INTRODUCTION

Managing people, both staff and students, is only one aspect of a training manager's job. Another important function is curriculum management. Curriculum management is a continuous process; as a function, it overlaps all the different staff levels discussed in Chapter 2.0. It is the joint responsibility of the training, course, and curriculum managers to ensure that the curriculum is current and technically accurate, is developed and delivered in a timely manner, and is available in quantities necessary to support instruction. In this chapter the following aspects of curriculum management will be discussed.

- Curriculum Development Process.
- Curriculum Surveillance, Training Materials Modification, and the Modification Process.
- Cancellation of Courses or Programs.
- Management of Visual Information (VI).
- Establishment of a Technical Reference Library.
- Printing and Distribution of Training Materials.
- Funding Requirements.
- Audit Trail/Master Record.

SECTION 1.0 CURRICULUM DEVELOPMENT/REVISION PROCESS

1.1 Introduction

The process of developing a new course or training program, or revising an existing one, is an important curriculum management function. The objective of this section is to provide an overview of the process to ensure that all resources (manpower, equipment, funding, and facilities) and the curriculum are in place by the planned implementation date. For specific guidance and direction during the planning phase, curriculum managers must refer to CNETINST 1550.10 (series). For specific direction and guidance on the analysis, design, and development phases, the curriculum managers must refer to the appropriate NAVEDTRA curriculum development standard. This section will discuss the phases or major steps in the overall curriculum development/revision process. The following points must be stressed:

- Not all steps in the process apply to every curriculum development or revision project.
- Some steps may not always be followed in order, while others must be accomplished in a given sequence.

It is vital that all training, course, and curriculum managers involved in implementing new courses or training programs or revising existing ones understand these issues and the basic steps of the process. The remainder of this section provides a general explanation of the curriculum development/revision process.

1.2 Training Materials Development

Phase One — Plan

The Plan Phase identifies resource requirements and the sequence of events in the development process. Thus, the plan phase begins when the need for a new course or course revision is determined. All managers concerned with curriculum development will make decisions that help to determine the "need". While it is not within the authority of these managers to direct revisions to curriculum or development of new curriculum, their input is extremely valuable. This determination may be based on information from several different sources.

- Direction from higher authority to develop or revise the curriculum. The direction from higher authority may be based on feedback from the fleet or follow-on training courses that indicate a need for development/revision.

- Installation of new training devices or equipment.
- Changes to a job requirement in the fleet.
- Feedback from internal surveillance or external feedback.

Regardless of the source of the requirement for development/revision, **all** projects will be approved by an authority appropriate to the scope and cost of the project.

The approval instrument to be forwarded via the chain of command is the Training Project Plan. The Training Project Plan (TPP) is the planning document that contains all the information necessary to identify the resources required and to justify the need for revision/development.

A TPP will be submitted to higher authority for approval prior to beginning any revision/development project.

- A revision/development project will not begin if the TPP is not approved. If disapproved for lack of funding, the training activity may wish to reassess its existing internal resources. If assets become available, a revised TPP will be submitted for approval.
- If the TPP is approved, the approval letter is the authority to request resource funding. Before this request can be made, the course must have a Course Identification Number (CIN) and Course Data Processing (CDP) Code.
  - The CIN is an alpha numeric designator used to identify a military course. The CDP is an alphanumeric code assigned to each course for NITRAS processing. It equates to the location of training.
  - CINs and CDPs are requested from the functional commander and are needed in order to acquire a Cost Account Code (CAC). A request for a CAC is submitted to NETPMSA via the functional commander. The CAC is required to submit a CNET Program Automated Tracking System (CPATS) Program Change Form. The CPATS form is used to request additional manpower or other resources.
- Course and training managers will be closely involved with providing and researching the data which will be used to describe and defend the TPP.

- One important aspect that must be addressed during the planning phase is the type of development standard to be used during the revision/development project. Two Instructional Systems Design/Development (ISD) methods have been approved for the development of training materials within NAVEDTRACOM: Task based and PPP based.

  - The task based method is especially effective for developing training materials that focus on the performance of a job, task or function. The standard used for this method is *NAVEDTRA 130, Task Based Curriculum Development Manual.*

  - The PPP based method is well suited for developing training materials which concentrate on the operation and/or maintenance of a specific equipment, subsystem or system. The standard used for this method is *NAVEDTRA 131, Personnel Performance Profile Based Curriculum Development Manual.*

Phase Two — Analyze

After the TPP is approved, the Analyze Phase of curriculum development begins. This phase produces the job tasks, task sequence, level of performance, and the skills and knowledges which must be taught. Analysis procedures and output products will be determined by the curriculum development method used. Detailed information on the Analyze Phase, its processes and its products is found in the NAVEDTRA 130 and 131 manuals.

Training and course managers will provide valuable assistance in determining the skills and knowledges which will become the foundations for the training development or revision.

The output of the Analyze Phase of the respective curriculum development method will provide the information and data necessary to enter the next phase — Design.

Phase Three — Design

During the Design Phase, course/terminal and enabling/topic objectives are written and arranged into instructional units or sections. Testing strategies are determined along with the tests placement within the course. Instructional settings (classroom and lab) are established. The data of the Design Phase are collected and arranged into the Training Course Control Document (TCCD). The level of approval for the TCCD will be based on the type of project. If the TPP was approved by the CCMM, all the following documents will be approved at that level with a copy to the CCA. In

summary, the blueprint for training is established during the Design Phase. The developers will follow this blueprint during the Develop Phase.

The construction of the TCCD is of critical importance. It is both the approval document for further project development and the guiding document for the Develop Phase. Detailed information in the TCCD development and its content is located in the NAVEDTRA 130 and 131 manuals.

Phase Four — Develop

During the Develop Phase, the actual development of the training materials takes place, guided by the approved Training Course Control Document (TCCD). Development products are:

- Lesson Plans.
- Tests.
- Trainee Guide/Student Guide.
- Instructional Media Materials (IMM).

Detailed format and content requirements for each of the above products will be found in:

- *NAVEDTRA 130, Task Based Curriculum Development Manual.*
- *NAVEDTRA 131, Personnel Performance Profile Based Curriculum Development Manual.*

Curriculum can be developed by in-house resources or acquired from a contracting source. The decision to develop in-house or to acquire the curriculum is the responsibility of the Training Support Agent (TSA). Refer to Chapter 6.0, Section 4.0, for guidance on contracting for curriculum development. Training managers must be familiar with the acquisition process as it is defined in MIL-STD-1379D and NAVEDTRA Manuals 130 and 131.

- Curriculum developed in-house will be subject to the appropriate systems approach to development. The type of system to be used will be justified and approved via the TPP.

SECTION 1.0 CURRICULUM DEVELOPMENT/REVISION PROCESS

- The training manager should establish curriculum development project teams and provide training to all members. A typical project team includes: CDEs, CDs, and SMEs.

- Once the development is underway the roles of the managers change. Up to this point, all the managers should have been actively involved. The training manager's job now shifts to one of resolving management issues that arise during the development process. The course and curriculum managers are more actively involved in the day-to-day activities of the project.

- The role of the CISO will vary based on manpower and work-load. At a minimum, CISO must monitor the project, which includes advising curriculum managers on proper procedures, monitoring the milestones to ensure completion in a timely manner, assisting when problems arise, and providing in-service training as needed. CISO may also be actively involved in the development project if necessary.

- After product development, the total package, whether a new course or a revision to an existing course, will be "piloted" to determine if the intended training has been achieved.

- Conducting a pilot course involves many levels of responsibility. Guidance and direction must be provided to both student and staff personnel. For commands having a CISO, they are the first line of assistance on many instructional quality matters. Detailed guidance on conducting a pilot course are contained in NAVEDTRA 130 and 131.

- The final output product of the Develop Phase is the Pilot Course Monitoring Report. This is an assessment of all the factors noted during the course pilot which would affect successful implementation of the curriculum and recommendations for any corrective actions. The Pilot Course Monitoring Report is forwarded to the CCA for review and approval.

- The CCA will approve the curriculum for use in Navy training and issue a Letter of Promulgation or direct other interim actions as appropriate. When the Letter of Promulgation is issued, the curriculum enters the Implement Phase.

- To ensure that the development process is followed, CISO will serve as monitor to all curriculum development projects. CISO is responsible for providing professional guidance and support and may, if required, serve as a member of the curriculum project teams.

SECTION 1.0 CURRICULUM DEVELOPMENT/REVISION PROCESS

- Course and curriculum manager's responsibilities during the Develop Phase and prior to the Implementation Phase include:
  - Ensure all sites are ready to train. This includes coordinating with the participating activities, the CCMM, and the CCA to ensure availability of:
    - — Adequate classrooms and laboratory spaces.
    - — Training devices.
    - — Technical training equipment.
    - — Test equipment.
    - — Personnel.
    - — All other resources necessary to support implementation.
  - Update NITRAS and CANTRAC if necessary.
  - Ensure that materials are printed and distributed for the pilot course.
  - Coordinate with the CCMM site-unique training considerations.
  - Ensure that instructors are trained, and lesson plans are personalized.
  - Establish administrative and support functions.
  - Monitor the milestones as approved in the TPP. Regular status reports will be forwarded to CISO.
  - These reports will include the status of the milestones as well as the status of trainer acquisition and MILCON related projects.
  - If the milestones cannot be met, or if there is a problem with trainer acquisition or MILCON projects, the functional commander will be notified via the CCA for assistance.

Phase Five — Implement

Implementation takes place after the pilot course has been conducted and the corrections/adjustments to the training materials have been accomplished. The Letter of Promulgation from the CCA indicates the course has moved into the implement phase.

Phase Six — Evaluate

Evaluation consists of evaluating and revising the training materials based on assessment of the training and the performance of the graduate in the fleet. The central concept behind evaluation is the constant improvement of training materials through a process that:

- Provides a means of keeping training materials current and accurate.
- Is responsive to changing training requirements and equipment/ documentation alterations; and is open to innovation.

Evaluation consists of a number of programs which either individually or collectively evaluate the instructional materials, the instruction, the instructors, and the students. The portion of the evaluation program which concentrates on the curriculum is organized around two major functions, **surveillance** and **training materials modification**.

- **Surveillance** involves monitoring hardware documentation and changes for impact on existing training materials and detecting errors or deficiencies in existing training materials and initiating the necessary corrective action.
- **Training materials modification** picks up where surveillance leaves off. It involves actual modifications to training materials that range from interim changes, such as correction of clerical errors, insertion of titles, updating numbering systems, and redesignation of training aids, to revisions to course length, revisions to the course mission statement or a shift from one instructional strategy to another.

The surveillance tools and evaluation techniques are discussed in Chapter 5.0, Evaluation Management.

1.3 Categories of Training Materials Modification

Surveillance is an on-going process. When a deficiency is noted as a result of surveillance, modifications must be made to the curriculum or the training. These can range from minor modifications such as clerical errors to major modifications such as changes to course length. The following paragraphs provide a description of the different categories of training materials modifications. For guidance on the approval and development action required for each, refer to NAVEDTRA 130/131 Volume 3, Process Management.

- **Interim Change** — A minor modification to training materials correcting editorial, typographical or technical errors, teachability, safety or urgent Type Commander promulgated subjects.

- **Change** — A modification to training materials that does **not** affect the course mission, does **not** increase course length, and does **not** require additional resources.

- **Technical changes** — Addresses any change to tactical or training-unique equipment or documentation originating in the TSA's parent material agency and affecting promulgated curricula.

- **Revision** — A modification to the course mission statement, an increase in course length or training material modification that requires additional resources.

1.4 Responsibilities in the Modification Process

It is the responsibility of the training managers to develop and implement a modification process that ensures the timely promulgation of all authorized modifications. This includes interim changes, changes, and technical changes. The following guidelines are provided:

- A chain of command will be established for the approval of all interim changes.

- Personnel responsible for curriculum maintenance will incorporate all interim changes, changes, and technical changes to the curriculum.

- The testing officer, or person fulfilling these duties, will be responsible for incorporating any modifications in the testing material.

- Course managers will be responsible for ensuring that all instructors annotate the authorized changes in their lesson plans.

- Curriculum maintenance personnel will ensure that the master copies of the curriculum are updated with all the modifications.

- All curriculum materials will contain a Change Record page in the Front Matter which will be updated as modifications are made. Change Records and modifications to the training materials will be subject to review during command inspections.

1.5 Cancellation of Courses or Programs

When a recommendation is made to cancel a course or program, the CCA will canvas the users to identify any adverse impact the cancellation may have. If there is little or no adverse impact, the CCA will direct preparation of a Training Project Plan for cancellation and forward it to the functional commander CNET with recommendation to officially cancel the course or program. Upon approval to cancel the course or program, the CCA will:

- Request the removal of the course from the NITRAS data bank of current courses.

- Direct the CCMM to send one copy of the complete curriculum to NETPMSA (Code 041) for archive purposes.

NETPMSA will archive the curriculum of canceled courses or programs in the NAVEDTRACOM Repository with the following provisions:

- A curriculum archived cannot be discarded until all systems affected by the curriculum have been removed from the U.S. Navy inventory or from the inventory of foreign governments if training on the system was provided to them by the U.S. Government.

- A system is considered to remain in the Navy inventory even if it is to be found only aboard a mothballed ship(s). In such case, the curriculum will continue to be retained until the mothballed ship is scrapped.

SECTION 2.0 VISUAL INFORMATION

2.1 Introduction

Curriculum materials include lesson plans, trainee/student guides, and visual information. Visual information is all audiovisual materials used in the curriculum and includes transparencies, training aids, graphic arts materials, photo services, video productions, and video procurement.

- The Visual Information (VI) Program was established to provide curriculum support materials to the CNET courses. The DoD AV Policy (DAP) Office was established to provide policy to all services in managing VI Support Centers.

- Training managers who use VI materials should be familiar with the operation of Visual Information Support Centers (VISCs) and Dedicated Visual Information Support Activities (DVISAs).

- Guidance provided in OPNAVINST 5290.1 (series) and CNETINST 5290.3 (series), details management procedures for the planning and acquisition of VI production products, services and equipment.

2.2 Visual Information Program

The following is a brief description of the VI program.

- VISCs provide VI support services to all organizations on an installation or within a defined geographic area. Services may include still photography (SP), Motion Media Documentation (MMD), Graphic Arts (GA), VI Library Services (LI), Presentation Services (PS), VI Organizational Maintenance (EQM), or VI Intermediate/Depot Level Maintenance (EQR).

- DVISAs provide VI requirements to requesters in a specific area. For example, the DVISA at NAS Corpus Christi provides and budgets for some production services; orders, maintains, and issues VI equipment; provides photo services, and maintains a training film lending library for the Texas area south of San Antonio.

- Depending upon the authorization, DVISAs may also perform these functions for a specific organization, such as the Navy Flight Demonstration Squadron.

- A list of the forms, justification requirements and sources for VI support can be found in the appendices to the previously mentioned instructions.

- The training activity must maintain close liaison with the supporting VISC/DVISA in order to receive optimum VI support. To accomplish this, a VI Management Point of Contact (VIMPOC) will be appointed by the activity to act as its representative.

- The VIMPOC must be knowledgeable in the area of VI and be dedicated to the VI program in order for the program to operate efficiently. A complete description of the duties of the VIMPOC is contained in CNETINST 5290.3 (series). The following is a partial listing of the duties of a VIMPOC.

  - Provide inputs for the annual VI production call to ensure the training activity's requirements are included in the VISC's budget submission and annual production plan.

  - Provide the training activity's requirements for new and replacement VI equipment to the VISC for inclusion in the VISC's annual budget for future acquisition.

  - Assist the requestor with the VI Production Request (DD Form 1995) to produce, acquire or revise video productions that support specific training objectives.

  - Approve OPNAV Form 5290/1. This form is used to obtain other VI services, such as photo services, production of graphic arts materials, transparencies, training aids, and related training materials.

2.3 Video Production

Video productions are divided into five categories:

- **Category 0** productions are commercial, off-the-shelf productions procured for local use only and must not exceed $1,000 per title.

- **Category I** productions must not exceed $25K, are limited to fifteen copies, and must have local application.

- **Category II** productions must not exceed $25K, are limited to fifteen copies, and must support the needs of a major command.

- **Category III** productions must not exceed $50K and must support Navy-wide requirements.

- **Category IV** productions support DoD and joint interest programs.

Training activities generally use Categories 0, I, and II productions. For more information on the categories, refer to OPNAVINST 5290.1 (series).

When deciding to use VI productions, training activities must consider their cost effectiveness. The following guidelines apply:

- New video productions, done by a professional contractor, are estimated to cost $2,500/minute.

- New sound/slide productions, done by a professional contractor, are estimated to cost $1,500/minute.

- Training activities requiring contract productions are normally not expected to provide the funding; however, if the functional commander cannot identify a funding source, then the requesting activity will be required to finance the production.

- If productions can be made "in-house" with military/civil service personnel, there is no direct cost.

Another option which is available is computer-generated graphics. Computer graphics can be used to produce transparencies and slides to enhance lesson presentations.

- The software is normally a matter of choice, depending on the requirements from the functional commanders. The activity's ADP representative can provide advice on the software allowed.

- In addition to the graphics program, word processing capability is also required.

SECTION 2.0 VISUAL INFORMATION

The assignment of a highly qualified subject matter expert as a technical advisor is extremely important to the VI production effort. Duties and responsibilities of the technical advisor are detailed in CNETINST 5290.3 (series).

The VI production process is initiated by the requesting activity through submission of a DD Form 1995 to the local supporting VISC/DVISA. Instructions for submission are contained in CNET 5290.1 (series).

2.4 Defense Automated Visual Information System

The Defense Automated Visual Information System (DAVIS) is the primary source of information on the acquisition, inventory, distribution, product status, and archival control of VI production materials. It is an advanced online, real-time, interactive, full text, VI information storage and retrieval system. The following guidance is provided for the use of DAVIS.

- Access to and information retrieval from the data base is available through the VISC/DVISA supporting the training activity.
- The DAVIS must be used anytime a production is needed to support objectives. This query helps determine:
  - If a production on the subject already exists.
  - If the production can be acquired through military acquisition or purchased from commercial, off-the-shelf sources.

2.5 Regional Support Centers

Two Regional Support Centers, located at NETPMSA VI Unit Norfolk, VA and NETPMSA VI Unit San Diego, CA., maintain lending libraries of VI programs to support training activities.

- These support centers provide short-term as well as permanent loans of VI materials that are listed in the *Catalog of Navy and Marine Corps VI Productions (OPNAV-P-09B1-01-88).*

SECTION 2.0 VISUAL INFORMATION

- The catalog is supplemented monthly by the *DoN Visual Information Distribution Bulletin* published by the Joint Visual Information Activity at Tobyhanna Army Depot, PA.

- Supporting VISC/DVISAs have copies of both publications and are available for reference.

- The support centers at NETPMSA VI Units Norfolk and San Diego and the Regional Support Center, NETPMSA, Pensacola, FL, are authorized to produce Category III productions.

SECTION 3.0 TECHNICAL PUBLICATIONS/LIBRARY

3.1 Technical Libraries

Technical libraries may be established at major training activities to provide a central point for the acquisition and maintenance of technical manuals/publications needed for training. Typical functions include:

- Ordering, maintaining, and distributing manuals.
- Coordinating with training departments to ensure technical manuals are complete, accurate, and current.
- Maintaining a command master publication catalog.
- Screening, identifying, and cataloging incoming publications.
- Coordinating procurement of required technical manuals and submitting MILSTRIP requisitions to Navy Publications and Forms Center NAVPUBFORMCEN, Philadelphia.
- Providing advice and guidance to staff personnel in the procurement of training materials.

3.2 Ordering Technical Manuals/Publications

Staff personnel must become familiar with NAVSUP Publication 2002. This publication lists the manuals stocked at NAVPUBFORMCEN. NAVSUPFORM 1250-1, the MILSTRIP requisition document is used to order publications. Instructions for completing NAVSUPFORM 1250-1 are contained in the handbooks, *MILSTRIP/ MILSTRAP Desk Guide (NAVSUP 409) and Guide for User Maintenance of NAVSEA Technical Manuals (80005-AA-GUD-030/TMM).* Detailed instructions are contained in NAVSUP 437. These documents are usually located in the Technical Library and/or the Supply Department.

SECTION 4.0 PRINTING MATERIALS

4.1 Printed Materials

It is the responsibility of the training activity to maintain an adequate inventory of student materials and training support materials. These printed materials include trainee/student guides, technical manuals used as student materials, lesson plans, transparencies, etc.

- Printing of new material or reprinting existing material is a responsibility of the training activity. The CCMM is responsible for providing one master/camera ready copy to the training activity.

- If the commands have the capability, the use of electronic media is encouraged. If electronic media is used, the CCMM is still required to maintain a duplicate master of the materials.

- The training activity is responsible for the effective use and management of the material.

- Detailed instructions on the reproduction of classified material are contained in OPNAVINST 5510.1 (series).

- Unauthorized reproduction of copyrighted documents is strictly prohibited by copyright laws. Permission to reproduce such materials shall be requested from the publisher. Some publishers will grant permission to use their material at no expense to the government. If the publisher requires a fee, the training activity will be responsible for the expense. Every effort will be made to use copyrighted material that incurs no expense to the government. Refer to *DoN Publication and Printing Regulation, P35* for guidance on the copyright law.

4.2 Provision of Printed Materials to Other Activities

Frequently, training activities receive requests from various sources for copies of training support materials. Since some materials may undergo frequent changes, consideration should be given to the purpose of the request. Requests for materials should be referred to the CCA via the CCMM for the specific course. The following general guidelines apply:

- **Government Training Agencies** requests for copies of training support materials shall be honored if a valid request exists.

- **Government Agencies (Non-training)** requests for copies of training support materials generally should **not** be honored since no mechanism exists to provide updates to the materials on a continuing basis. Review copies may be provided these agencies (GAO, SYSCOMS, etc.) if a valid requirement exists.

- **Non-Government Contractor** requests for copies of training support materials will be forwarded to CNET.

- **International Military Student/Government** requests for training support materials must be processed through Navy Education and Training Security Assistance Field Activity (NETSAFA). Normally these materials, if releasable, are provided on a cost-reimbursable basis.

- **Naval Surface Reserve Force** requests for training materials are screened through the Commander, Naval Surface Reserve Force (COMNAVSURFRESFOR), CISO. They are responsible for screening the requests to verify the requirement for the training and to determine what materials are needed from NAVEDTRACOM activities. They will also act as the central repository for the requested curriculum materials and the updates. Requests for material from COMNAVSURFRESFOR training activities will take the following action:

  - For all requests screened as required above, the CCMM will provide requested material to COMNAVSURFRESFOR (Code 335) via the command reserve coordinator.

  - Include COMNAVSURFRESFOR on distribution for changes and/or revisions to previously provided materials.

  - If unable to comply, notify COMNAVSURFRESFOR (Code 335) via the functional commander with a copy to CNET.

- It must be noted that requests for training support materials under the Freedom of Information Act must be honored. SECNAVINST 5720.42 (series) contains specific guidelines. In all cases training managers should first check with the local Judge Advocate's office for further details. The following general procedures apply:

  - Determine the costs of fulfilling the request by completing DD Form 2086 (Jun 87). The requester may be charged material/labor/postage costs in excess of $15.00.

- Notify the requester of the cost and determine if the request is still valid. If the requester is DoD, a request for advance payment is authorized.
- If the expense of reproducing, assembling, and mailing exceeds $250, advance payment will be requested.
- Submit a copy of the DD Form 2086 to the local Freedom of Information Act representative.

- Technical documents/manuals, publications, schematic diagrams, etc., should **not** be provided to **students** for retention after completion of the course since these materials can become outdated. Information/materials which are unchanging in nature, for example, mathematical formulae, recipes, etc., may be retained by students. Any materials provided for student retention should be clearly marked **"FOR TRAINING USE ONLY."**

SECTION 5.0 FUNDING REQUIREMENTS

5.1 Introduction

To operate a training activity, funding must be made available. This is accomplished through the budgeting process. This section is not designed to provide detailed information on how funding is made available, but to provide a general overview of the training activity's responsibility in the process.

5.2 Program Objective Memorandum

- The Program Objective Memorandum (POM) is the budgeting tool in the Navy.
- The POM is the document that allows CNO sponsors the opportunity to inform CNO, and ultimately the Secretary of Defense, of their unfunded resource requirements.
- The POM is the most important decision point in determining the Navy's funding requirements. Upon approval, funds in the POM become the billet and dollar constraints within which budgets are prepared.
- The POM covers a five-year period commencing with the program year (current year plus two years). For example, a POM submitted in FY91 would include the increments (increases) and decrements (decreases) for FY93 through FY97 and would be referred to as POM-93.

5.3 CNET Program Automated Tracking System

- The tool by which the activity informs the functional commander, who in turn informs CNET and CNO sponsors of changes in training resources to the POM, is the Automated Program Change Form (APCF).
- The Program Automated Tracking System (CPATS) is an automated program capable of recording, monitoring, and tracking requirements and resources from programming to budget execution within the NAVEDTRACOM.
- A CPATS Program Change Form Worksheet is used to compile the data for input into the automated system. Functional commanders can provide the training activities with the proper form.

- The APCF is the basic decision making document used in the NAVEDTRACOM to define all resources required to support new or expanded training requirements. It should describe the program and provide justification so that the functional commanders, CNET, and CNO sponsors can determine the validity of the request and approve and fund it.

- Training activities should submit the CPATS change form to the functional commanders as soon as the requirements are determined.

- If the requirements are not funded, the training activity can:

  - Resubmit in subsequent POMs.

  - Request a reprogramming of existing assets.

  - Submit an Unfunded Requirement as part of the Mid-Year Resource Review.

- Training activities will **not** start a course without resource approval.

5.4 Military Construction

- Often, when new courses are planned or programs expanded, additional facilities must be built or modernized. The Shore Facilities Planning System and Military Construction Program (MILCON) are the methods by which this type of requirement is funded.

- MILCON projects are construction or alteration projects with an estimated cost in excess of $200,000.

- MILCON projects are normally developed by the activity with help as necessary from the local NAVFAC Engineering Field Division and are submitted to CNET via the functional commanders.

5.5 Instructions

The following list of instructions should be used as references when dealing with funding issues:

- *OPNAVINST 11010.20 (series), Facilities Projects Manual*

SECTION 5.0 FUNDING REQUIREMENTS

- *NAVFACINST 11010.44 (series), Shore Facilities Planning Manual*
- *OPNAVINST 11102.1, Training Equipment Facilities Requirements*
- *CNET P7000/2 and update NAVEDTRA 300 to 309, CNET Program Automated Tracking System*

This list is not all inclusive. Training activities should refer to their functional commanders for more information on funding requirements.

SECTION 6.0 AUDIT TRAIL/MASTER RECORD

6.1 Audit Trail

Maintaining the course audit trail is the responsibility of the CCMM. The contents of an audit trail will be maintained for the life of the course. Audit trails contain the following types of information:

- A summary of major events impacting on the course. This may take the form of official correspondence or a memorandum to file.
- All pertinent correspondence leading to course development/revision which impacts on the course during its life cycle.
- Reports of trips, conferences or meetings which occurred as a part of course development/revision.
- Memoranda of conversations impacting the course development/revision.
- The rationale that influenced curriculum decisions.
- Copies of all supporting documents, complete with appropriate approval letters.
  - Types of supporting documents will vary based on the standard used for development.
  - See Formal Course Reviews for a list of supporting documents in an audit trail.
- A copy of the Pilot Course Monitoring Report.

Participating activities are also required to maintain audit trails for all courses. Specifically excluded from the audit trail maintained by the participating activities are the Training Project Plan and the analysis documentation.

SECTION 6.0 AUDIT TRAIL/MASTER RECORD

6.2 Master Record

The Master Record is a method used to track the current status of the curriculum for all courses that are taught by the training activity. It is to be used as a management information tool for scheduling curriculum revision projects. For the purpose of this section, the term revision will include interim changes, technical changes, changes, and revisions. From the Master Record, training managers should be able to determine:

- Which courses are under revision?
- Which courses are scheduled for revision and when?
- What is the status of needed resources/equipment/funding?

CISO is responsible for maintaining the master record. The CCMM is responsible for providing input to the CISO to ensure currency of the information. The Master Record, at a minimum, will include:

- A chronological listing of all revisions.
- Date and authority/reason for the most recent course revision and the curriculum standard or procedural document used.
- The status of the last course review, i.e., approved, under revision, stage of development, specified action pending.
- Pertinent data from feedback systems or other evaluation and feedback systems/sources.
- Where applicable, the schedule of courses planned for development or revision. The schedule should differentiate between in-house and contractor developed projects.
- The date copies of the revision were forwarded to the participating activities.

SECTION 7.0 SUMMARY

Chapter 4.0 contains a description of the guidelines and procedures relevant to curriculum management. Many of these guidelines and procedures are general in nature and should be further developed to address unique needs of commands.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 4.0. The matrix also identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the commanding officer; however, the CO is listed as the responsible party on the matrix. In this chapter, there are some responsibilities that may overlap and will vary based on the structure of the different commands. Finally, the matrix lists the page or pages where the task, guidelines or procedures may be found.

TASKS	RESPONSIBILITY	PAGE
Submit TPPs for revision/development projects through the chain of command for approval.	CO	4-1-2
Approve TPPs that establish new courses, requires additional resources, change the course mission or increase the course length.	Higher authority as appropriate (CNET, CCA)	4-1-2
Request project funding upon approval of TPP.	CO	4-1-2
Assign CIN and CDP.	Functional NETPMSA	4-1-2
Approve TCCD.	Varies	4-1-3
Approve type of developmental standard for a curriculum development project	CCA	4-1-3
Provide support, professional guidance and monitor the curriculum development project	CISO	4-1-5
Establish curriculum development teams and provide training.	Training Dept CISO	4-1-5

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Approve Pilot Course Monitoring Report.	CCA	4-1-5
Approve curriculum for use in Navy training.	CCA	4-1-5
Ensure all sites are ready to train.	Course Manager	4-1-6
Ensure NITRAS and CANTRAC are updated as required.	Course Manager	4-1-6
Ensure printing and distribution of training materials.	Course Manager	4-1-6
Coordinate site-unique considerations for curriculum development.	Course Manager CCMM	4-1-6
Ensure instructors are trained, and lesson plans are personalized.	Course Manager	4-1-6
Monitor TPP milestones and report status to appropriate authority.	Course Manager	4-1-6
Issue Letter of Promulgation	CCA Functional	4-1-7
Incorporate curriculum changes.	CCMM	4-1-8
Ensure approved modifications to the curriculum are documented in the master curriculum and distributed as required.	Curriculum Maintenance	4-1-9
Ensure testing material is updated as per approved modification.	Testing Officer	4-1-8
Ensure all instructors annotate approved modifications in lesson plans.	Course Manager	4-1-9
Archive curriculum for canceled courses.	NETPMSA	4-1-9

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Canvas users of curriculum to determine any adverse impact if the course or program is canceled.	CCA	4-1-9
Forward TPP to functional commanders with recommendation to cancel a course or program.	CCA	4-1-9
Authorize the removal of course from NITRAS data bank	CCA	4-1-9
Forward one copy of complete curriculum to NETPMSA for archive purposes	CCA CCMM	4-1-9
Provide VI support services to all organizations or installations within a defined geographic area.	VISC	4-2-1
Approve requests for VI services.	VIPOC	4-2-2
Provide inputs for annual VI call.	VIPOC	4-2-2
Provide (1) master camera ready copy of curriculum materials to participating sites.	CCMM	4-4-1
Ensure adequate inventories of training materials are maintained.	Curriculum Manager	4-4-1
Ensure all training materials are reproduced in accordance with the copyright law.	Curriculum Manager	4-4-1
Print new material or reprint existing material.	Curriculum Manager	4-4-1
Approve request from other activities for curriculum materials.	CCA via CCMM	4-4-1
Submit CPATS to functional commanders for approval.	Training Activity	4-5-2
Maintain course audit trail.	CCMM	4-6-1

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Maintain course audit trail excluding TPP and analysis documents.	Participating Activity	4-6-1
Maintain master record.	CISO	4-6-2
Provide input to CISO on changes to the master record.	Course Manager	4-6-2

INTRODUCTION

Evaluation management is a process designed to measure the effectiveness of the command's training program. Evaluation is the responsibility of every member of the command, from the commanding officer to the instructor. It is a joint effort and should be used as a tool to improve the training provided and to increase efficiency through the elimination of waste. Evaluation is normally divided into internal evaluation and external evaluation.

Internal evaluation — is feedback gathered about the course on a regularly scheduled basis. This information is used to make improvements to training. Examples include:

- Testing Programs.
- Instructor Evaluation Program.
- Student Critique Program.
- Training Quality Indicators.
- Review of Attrition/Setback Rates.
- Review of Course Utilization.
- Review of Safety Requirements.
- Formal Course Reviews.

External evaluation — is feedback gathered by individuals or groups of individuals outside the course. This information is not gathered as frequently as the internal feedback data but is also used to make improvements to the training. Examples include:

- Training Performance Evaluation Board Reviews.
- Technical Training Audits/Appraisals.
- Training Requirement Reviews (Aviation, Surface Warfare, and Submarine).

Internal evaluation programs will be discussed in Sections 1.0 through 5.0 in this chapter. External evaluation programs will be discussed in Section 6.0 of this chapter.

SECTION 1.0 TESTING PROGRAM

1.1 Introduction

The testing program for a course is designed to evaluate the student's ability to perform the objectives of the course. This section will provide policy for the implementation of a testing program and lists the responsibilities for ensuring the program is adhered to. Testing programs should achieve the following goals:

- Measurement of a student's achievement of the objectives.
- Assessment of student's ability to understand theory and concepts in support of skill performance.
- Identification of students who are having trouble attaining the objectives.
- Feedback to the students on individual performance.
- Motivation for effective learning and reinforcement of knowledge and skills.
- Feedback on instructor and curriculum effectiveness and data to improve the instructional program.

The testing program contains the following components:

- Test Item Bank.
- Test Security.
- Test Administration, Review, and Remediation.
- Testing Plan.
- Test Item Analysis and Test Analysis.

CHAPTER 5.0 EVALUATION MANAGEMENT

SECTION 1.0 TESTING PROGRAM

Refer to Appendix C for specific guidance in the following:

- Methods of Testing.
- Types of Tests.
- Grading Systems.
- Knowledge Test Items Banks.
- Test Security.
- Test Administration, Review, and Remediation.
- Remediation Programs.
- Procedures for Analyzing Test Items.

1.2 Testing Plan

The testing program will be outlined in a course testing plan. The testing plan will be maintained current and approved as directed by the CCA. The format and content of testing plans may vary between functional commands. Local directives may establish specific guidelines. At a minimum, the plan will contain the following:

- Minimum passing grade for the course and rationale for the selection of this grade.
  - The grading scale contained in Appendix C will be used when numerical grades designate the minimum passing grade.
  - Based on the grading scale, minimum passing grade for a course will not be lower than 63.
- Schedule of tests administered in the course and the objectives measured by each test.
  - All the objectives in the course must be measured.

SECTION 1.0 TESTING PROGRAM

- Types of tests and methods used to determine student's grade.
  - Comprehensive testing will be used to measure accomplishment and/or retention of critical objectives.
  - If unable to administer comprehensive test(s), justification should be outlined in the testing plan.
- Grading and weighting criteria for the final course grade.
- Review, remediation and retesting procedures.
  - Specific procedures for the review of a test will be outlined in the administrator's guide. In the testing plan, list general statements as to how each missed item will be reviewed without compromising the test.
  - Remediation and retesting will occur when an objective and/or test is failed. In the testing plan, list all methods used to remediate failed objectives and/or failed tests. Describe procedures formal, informal, oral, etc., to retest the student after remediation.
  - Refer to Appendix C for acceptable methods of remediation and retesting.
- Testing constraints or any situation that prevents the testing of the objectives as stated. Testing constraints may be manpower, equipment, space, etc. Within this section, explain what action has been taken to eliminate the constraint.
- Method used to assign numerical grades to performance tests. This requires an explanation of the grading criteria for performance tests. A copy of the checklist and/or grading criteria may be adequate.
- Courses with a SAT/UNSAT grading criteria will provide an explanation of how the grade is determined.

1.3 Testing Program Responsibilities

- Functional Commanders are responsible for establishing any additional requirements and guidelines in the area of testing.

SECTION 1.0 TESTING PROGRAM

- CCAs are responsible for resolving any differences between the CCMM and the participating activity.
- CISOs are responsible for monitoring the testing programs at the training activities and providing in-service training as required.
- The CCMM is responsible for the following:
  - Developing the testing plan.
  - Developing, validating, and verifying the initial test item bank (both knowledge and performance items).
  - Developing test administrator guides.
  - Maintaining the master test item bank.
  - Reviewing test items submitted by participating activities for possible inclusion in the master bank.
  - Maintaining testing data for test item analysis.
  - Providing the participating activities with the testing plan and master copies of the test item banks, scoring keys, and test administrator guides.
  - Providing updated versions as required.
- Participating Activities are responsible for the following:
  - Providing comments on the testing plan to the CCMM.
  - Providing timely feedback to the CCMM on testing problems.
  - Submitting test items to the CCMM for review and approval.
  - Revising/updating the test item bank as directed.
  - Maintaining test analysis data.

SECTION 1.0 TESTING PROGRAM

- All Activities are responsible for the following:
  - Appointing testing officer(s) as appropriate.
  - Preparing testing materials.
  - Administering tests.
  - Grading tests.
  - Security of all testing materials.
  - Coordinating and managing the revisions to the tests.
  - Conducting analyses to include test item, knowledge test, and performance test analysis.
  - Providing feedback on the analysis results to the course manager for possible changes to the curriculum or instructional program.
  - Coordinating the in-service training needs with CISO.
  - Providing input to the CISO for the quarterly training quality indicator summary.

SECTION 2.0 INSTRUCTOR EVALUATION PROGRAM

2.1 Instructor Evaluation Policy

The instructor evaluation program begins after the instructor has been certified and focuses on two types of evaluations, monthly and quarterly. Both types of evaluations will be scheduled evaluations conducted by personnel who have met the requirements for an instructor evaluator as outlined in Chapter 2, Section 3.0. In addition to these scheduled evaluations, commands will conduct unscheduled evaluations or "spot checks" aimed at continuous improvement in the quality of the instructor both technically and in instructional technique.

The following guidelines apply to the monthly evaluation program.

- After certification, a monthly evaluation program will begin. These evaluations will be completed at a minimum of once each month for the first three months. The primary purpose of the monthly evaluation program is to provide feedback to instructors on their teaching techniques as acquired during instructor training.

- After satisfactory completion of any monthly evaluation, certified instructors of non-high risk courses may be granted an exception from the remaining monthly evaluations. If the command's certifying official determines the instructor is qualified to be evaluated on a quarterly cycle, then an exception will be documented in the instructor's training record. This exception is especially beneficial for instructors on repeat tours of duty and should be used only when the instructor exhibits exceptional instructional skills. Instructors for high-risk courses may **not** be granted a waiver from the monthly evaluation program.

- In situations where a course does not convene on a monthly basis, evaluations will be conducted as often as possible during the first six months after certification. If fewer than three monthly evaluations are conducted, an exception may be granted and documented in the instructor's training record.

SECTION 2.0 INSTRUCTOR EVALUATION PROGRAM

Following the satisfactory completion of the monthly evaluation program, a quarterly evaluation program will begin. The following guidelines apply to the quarterly evaluation program.

- One purpose of the quarterly evaluation program is to ensure continuous technical qualifications of the instructor. To accomplish this, quarterly evaluations, focusing on technical expertise, will be conducted by instructor evaluators knowledgeable in the subject matter being taught. At least two times during the year, an instructor's technical expertise must be evaluated.

- A secondary purpose of the quarterly evaluation program is to ensure that the instructor uses the most effective technique to accomplish training. When evaluations focus on technique they may be conducted by either CISO personnel, Master Training Specialists, or trained instructor evaluators from the command.

- After satisfactory completion of any quarterly evaluation, instructors of non-high risk courses may be granted a waiver from the next quarterly evaluation. If it is determined by the command's certifying official that the instructor's technique and technical expertise are exceptional, the instructor may be evaluated semi-annually. An exception will be documented in the instructor's training record.

These additional guidelines apply to the overall evaluation program.

- Instructors who teach in classroom and laboratory will be evaluated in both learning environments. The number of evaluations conducted in each should approximate the ratio of lessons taught in classroom and laboratory.

- If instructors are assigned new material to teach within a course or are cross-utilized, they must be technically competent to teach that material. The course manager must ensure technical competency in the new subject matter.

- Once instructors are technically competent for cross-utilization, CISO will ensure that every effort is made by the course manager to evaluate the instructor's technical expertise on an annual basis for each course taught.

SECTION 2.0 INSTRUCTOR EVALUATION PROGRAM

- Commanding officers are responsible for outlining specific procedures that will be used to evaluate instructors to ensure that the above requirements are met. If for any reason the requirements cannot be met through the monthly and quarterly evaluation program, CISO will ensure that an exception is annotated in the instructor's training record.

- Unscheduled evaluations will be conducted and should be used as a tool by the command to improve the quality of the instruction. While they are an important part of the evaluation program, specific guidelines on how they should be conducted will vary greatly between commands. Commanding officers should provide specific guidelines on how unscheduled evaluations will be documented and used locally to improve training. Refer to Appendix D for more information on unscheduled evaluations.

- Instructors qualified as Master Training Specialist should be evaluated on an annual basis.

CISO will monitor and regulate the Instructor Evaluation Program. Refer to Chapter 6.0, Section 4.0 for information on evaluating contract instructors.

2.2 Instructor Evaluation Checklists

- There are two separate evaluation forms; Classroom Instructor Evaluation Form and Laboratory Instructor Evaluation Form.

  - The Classroom Instructor Evaluation Form is divided into four major categories:

    — INTRODUCTION of the material to the student.

    — PRESENTATION of the material.

    — INTERACTION of the INSTRUCTOR with the STUDENT.

    — The quality and effectiveness of the SUMMARY.

  - The Laboratory Instructor Evaluation Form is divided into four major categories:

    — INTRODUCTION of the lab material to the student.

— PRESENTATION of the material.

— INTERACTION of the INSTRUCTOR with the STUDENT

— The quality and effectiveness of the SUMMARY.

- Particular attention will always be directed toward student safety and safe instructional practices in the laboratory.

- Checklists contained in Appendix D and E will be used to conduct all evaluations.

2.3 Unsatisfactory Evaluations

If an instructor is evaluated **Unsatisfactory**, the following guidelines apply:

- Unsatisfactory evaluations based on the instructor's **attitude/behavior** may be discontinued if the evaluator determines it necessary. The instructor should not be debriefed. The evaluator will inform the appropriate course manager immediately as to the situation. The training and course managers will be responsible for taking corrective action. Examples of unsatisfactory attitude/ behavior include a negative attitude toward the students, the Navy, or the training provided, insulting remarks, discriminatory remarks, sexually harassing remarks and abusive and/or obscene language.

- Unsatisfactory evaluations based on **poor instructional technique** must be completed and the instructor debriefed on all problem areas. The instructor and evaluator will complete an instructor improvement plan and schedule additional evaluations until the problem areas have been corrected. Examples of poor technique include lack of student interaction, inadequate motivational technique, poor communication skills, etc.

- Unsatisfactory evaluations based on **lack of technical expertise** must be completed and the instructor debriefed on all problem areas. The instructor and evaluator will complete an instructor improvement plan and schedule additional evaluations until the problem areas have been corrected.

If the problem areas can not be corrected, the following guidelines apply:

- CISO will reevaluate all unsatisfactory technique evaluations.
- CISO will ensure that all recommendations for reclassification are in compliance with directives. Refer to Chapter 2.0, Section 4.7 for guidelines on reclassification instructors.

2.4 NROTC Instructors

The evaluation of NROTC regular classroom instructors will be conducted as follows:

- The Professor of Naval Science and/or the executive officer shall personally observe and evaluate naval science classes at least once every six weeks. This replaces the requirement for both monthly evaluations during the first three months of instructor duty and quarterly evaluations thereafter.
- NROTC classroom instructors will still meet the requirements for certification discussed in Chapter 2.0, Section 4.0, of this manual.

2.5 Flight Training Instructors

Flight training instructors in the Naval Air Training Command (NATRACOM) shall complete the appropriate Training Air Wing Instructor Under Training (IUT) curriculum and the Flight Instructor Training Course (FITC) prior to designation as a NATRACOM flight instructor.

- Flight instructors must successfully complete a written test and a standardization checkflight with a standardization instructor for initial certification, annual evaluation, and/or requalification in every stage in which he/she instructs.
- Requalification to instruct in a stage becomes necessary when a instructor does not fly an instructional event in that stage in a 90 day period.
- In addition, flight instructors' competency in the cockpit will be checked during annual NATOPS and instrument checks per OPNAVINST 3710.7 (series).

SECTION 3.0 STUDENT CRITIQUE PROGRAM

3.1 Introduction

The student critique program is a proven, valuable tool for identifying training and quality of life issues within NAVEDTRACOM. The purpose of the student critique program is to provide feedback to the training and course managers on areas such as training and curriculum effectiveness, instructor performance, safety, and quality of life issues. It also provides a source of feedback to the instructor on his/her performance.

3.2 Requirements for Collecting Data

Feedback should be collected from each student who completes the training. The feedback should be collected on the effectiveness of the course, the effectiveness of the instructors, the safety of the training environment, and the student's quality of life during training. To receive the most valuable information, all students should provide the feedback; however, they will be informed that providing this feedback is an option and not a requirement. Students who are lost through attrition are also encouraged to provide feedback in all the above areas.

3.3 Collection of Data for Non High-Risk Training

The instruments used to collect data from non high-risk training courses will vary based on the type of training and the specific desires of the commanding officer. Appendix F contains the following sample critique formats for non high-risk training:

- Student Critique of Training.
- Critique of Team Training.
- Quality of Life Critique.

Commands with non high-risk training may convert these critique formats to local forms or they may develop their own. All locally developed forms for non high-risk training will be approved by the commanding officer and must be standard for like training throughout the command. For example, all "A" schools will collect data using the same forms. Team training courses may, however, use a different form.

If new forms are generated locally, the questions on the appropriate formats in Appendix F will be used as the basis for student critiques. Additional questions should be used to solicit feedback on specific and unique parts of training.

question asked. For example, a five-point balanced grading scale for questions requiring the student to state an opinion, is required. This five-point scale must be balanced with two positive, one neutral and two negative connotations. In some cases, the response required may be yes or no. In all cases, the questions asked should be limited to those issues the students have enough experience to answer.

The student may record responses on separate answer sheets or optical scan cards rather than writing on the critique forms. Critiques must address both classroom and laboratory activities and will cover safety in the classroom and the laboratory.

The instructors, managers, and the persons administering the critiques will not pressure the students into identifying themselves in any manner. Measures will be in place to prevent intimidation of the student. Students must feel that they can complete the critique openly and honestly without fear of punishment. Each critique form will provide a notation that students may sign the critique if they desire; however, it must be emphasized that they have the right to remain anonymous. There will be no block on these forms designated "NAME" or "SIGNATURE." Students should be made aware that if they desire a response to their comments, signing the form will be necessary in order to provide this feedback.

Students should be made to feel that their feedback is important to the quality of the training provided. Instructors should encourage student feedback throughout the training. It should not be limited to just the conclusion of training. It is recommended that critiques be available to the students at all times during their training. This may be done by having critique forms at the back of the classroom or lab, contained within the student materials or in the student lounge area.

3.4 Collection of Data for High-Risk Training

High-risk training exposes students to dangerous training situations and the possibility of injury is ever present. Because of the uniqueness of high-risk training and the need to ensure a safe training environment for the students, collection of data must be standardized. To accomplish this standardization, all courses with high-risk training will use the critique form as designated in Appendix F. Any requests for modifications will be forwarded to CNET code N5 for review and approval.

Students will critique the high-risk training at specified intervals as directed by the CCMM. Critique forms will be made available to the students throughout the training and may be completed at any time, if desired. Since the Critique for High-Risk Training Form contained in Appendix F, addresses only the high-risk portion of the training, the non high-risk training portions should also be critiqued. The policies for

student critique of non high-risk training explained in Section 3.3 apply.

3.5 Components of the Student Critique Program

The following guidelines apply to the different components of the student critique program.

3.5.1 Instructor Critiques

- Student critiques of the instructor should be used to provide feedback on the instructor's performance in the classroom and the laboratory. It is also an excellent tool to provide the instructor with feedback in identifying areas for self-improvement.

- While students are encouraged to critique the instructor as often as they wish, instructors must be critiqued on a scheduled basis. The schedule will be determined by the course supervisor and is based on the number of students in the class, the length of the course, the convening frequency, and number of classes taught.

- When the instructor is scheduled to be critiqued, the critique form will be provided to the students at the beginning of class. The instructor will encourage the students to make their written comments as the instruction proceeds. This permits students to record comments throughout the critique period vice having to recall events and perceptions at the completion of the critique period. All student critiques will be reviewed by the instructor's supervisor as well as the instructor.

3.5.2 Course Critiques

- Critiques of the course are useful in identifying material the students find confusing and areas that can be improved upon.

- While students are encouraged to critique the course as often as they wish, they will critique the course on a scheduled basis. Courses one week or longer are required to schedule a critique of the course. All other courses will conduct scheduled critiques at the discretion of the commanding officer. The scheduled critique will be administered to the students at the end of their training. If training in a course is split between two sites, critiques will be administered at the conclusion of the training at each site.

training in a course is split between two sites, critiques will be administered at the conclusion of the training at each site.

- If the course is lengthy, it may be appropriate to collect feedback periodically during training. When critiques cover training periods longer than two weeks, it is recommended that the forms be provided to the students at the beginning of the critique period. This permits students to record comments throughout the training instead of having to recall events and perceptions.

3.5.3 Quality of Life Critiques

- Normally, feedback on quality of life areas such as messing, berthing, and other environmental factors outside the scope of the course has been collected through separate systems.

- The training activity will determine whether quality of life and course/instructor critiques should be collected together or separately. Host tenant arrangements may impact on this decision. Students should be encouraged to provide feedback as often as they feel necessary and as soon as they encounter a problem with a Quality of Life issue.

- Quality of Life data should be collected from students attending training on Permanent Change of Station (PCS) orders and students attending training which is one week or longer. Data for students Temporary Additional Duty (TAD) or those attending courses less than one week may complete a critique if they desire.

3.6 Analysis of Critiques

The use of microcomputers and scanning equipment can speed processing and help provide trend analysis. Care should be given to separate the questions so that each response is identified and that enough space or a separate sheet is provided for written student comments. It is recommended that data for attrites be analyzed separately from those who successfully complete training.

A quarterly summary report of the findings will be forwarded to the commanding officer for review from the training departments via CISO.

SECTION 4.0 TRAINING QUALITY INDICATORS

4.1 Introduction

Training Quality Indicators (TQIs) are functions that, when monitored, provide the command with valuable information concerning the overall quality of the training. Many of the programs and functions already discussed are considered training quality indicators. This section will discuss the responsibilities and recommended reporting requirements for the following training quality indicators:

- Academic Review Boards.
- Course Reviews (formal course reviews, utilization reviews, safety reviews or attrition/setback analysis reviews).
- Instructor Certification Programs.
- Instructor Evaluation Programs.
- Student Critique Program.
- Technical Training Audits.
- Testing and Test Item Analysis.
- External Training Appraisals.
- Student Performance.
- Curriculum Development Projects.
- Student Pipeline Management.
- Instructor and School Staff In-Service Training.

4.2 Responsibilities

The responsibility to monitor training quality indicators is jointly shared by each training department, CISO, and NITRAS personnel. Training quality indicators should be checked monthly, or as appropriate, by each training department for possible trends. The results should be forwarded to CISO immediately when trends are indicated.

These trends may be positive or negative trends. CISO is responsible for summarizing the data from the departments and for analyzing it for trends affecting the command. CISO will analyze the command summary and recommend to the commanding officer a plan of action to correct indicated problems. Pipeline management and NITRAS reports will also be forwarded to CISO. CNET Report Symbol CNET 1540-9 will be used for this report. These summary reports shall be prepared, at a minimum, quarterly or more often if required.

4.3 Training Quality Indicators — Review Areas

The training quality indicators selected for review will vary between commands and should be based on the type of training provided. For example, training commands that do not have "A" schools, may not have significant numbers of ARBs in order to identify trends. The CO should make the determination as to what areas are significant for review.

The content and format of the reports provided to the CO will also vary. CISO, in conjunction with the CO, should determine how to display the information in a usable format. Charts and graphs should be used when the data is numerical in nature. If the data is descriptive, a report format may be more appropriate.

The following is a list of possible training quality indicator review areas and the type of information that may be useful for review. Items and information areas may be added, deleted or changed as determined by the CO.

- **Academic Review Boards**
  - Number of boards held.
  - Recommended actions.
  - Actual actions taken.
- **Formal Course Reviews**
  - Number and percent of total complete and number and percent remaining.
  - Number and percent scheduled for the next quarter.
  - Summary listing of major discrepancies. The summary should indicate an overall condition of each of the major categories listed on the course review.

- When the summary indicates problem areas for the command, department or course, include the recommended course of action.

- **Utilization Reviews**
  - Number completed.
  - Summary of the action recommended/status of the action.

- **Safety Reviews**
  - Number and percent of total complete.
  - Number and percent scheduled for the next quarter.
  - Number and percent remaining.
  - Summary listing of the major discrepancies.
  - If the summary indicates problem areas, include the recommended course of action.

- **Attrition/Setback Reviews**
  - Number of reviews conducted.
  - Summary of major discrepancies.
  - List of recommended action.
  - Status report on actions taken.

- **Instructor Certification Program**
  - Number of instructors certified during the quarter.
  - Number of instructors not certified. Include reasons why instructors are not certified and indicate when certification is expected.
  - Average time to complete certification.

SECTION 4.0 TRAINING QUALITY INDICATORS

- **Instructor Evaluation Program**
  - Total number of certified instructors on board.
  - Number of quarterly and monthly evaluations.
  - Number of instructors granted waivers from the monthly and quarterly evaluations.
  - Number of unscheduled evaluations.
  - Number of course managers certified but granted waivers from the quarterly evaluation program.
  - Summary of major discrepancies identified through an analysis of the instructor evaluation forms. The discrepancies should be grouped by major categories.
  - If the summary indicates problem areas for the command, department or course, include the recommended course of action to correct the problem.
- **Student Critique Program**
  - Summary of the responses for each category.
  - Divide the summary report into attrites and graduates.
  - Summary of major discrepancies. Group the discrepancies by major categories.
  - Status on action taken.
- **Test and Test Item Analysis**
  - Summary of student performance. This may be compiled by objective, test, unit, section, etc., and may contain the following information:
    - — Number of attempts.
    - — Number of students with passing scores.

— Average score.

— Number of retakes.

— Number of students successful on the first attempt.

- Summary of the results of the test-item analysis. Summary may include number of courses conducting test-item analysis, the frequency of the analysis, problems encountered of a general nature and actions taken.

- **Learning Resources Centers (LRCs) and Remediation Programs**

  - Number of students using LRCs and the success rate of students assigned remediation through the LRC.

  - Average number of students assigned remediation, what area do the students most frequently have difficulty in, what actions have been taken to improve the remediation program.

- **External Training Appraisals**

  - Indicate number conducted and by whom.

  - Summarize action taken and/or planned.

- **Technical Audits**

  - Indicate number conducted and by whom.

  - Summarize action taken and/or planned.

  - Summarize the status of the action items.

- **In-service Training Programs**

  - Indicate type and total number of sessions conducted.

  - Indicate type and total number scheduled for the next quarter.

  - Provide summary data on number of attendees.

SECTION 4.0 TRAINING QUALITY INDICATORS

- **Curriculum Development/Revision Projects**
  - Indicate total number of projects.
  - Provide status of each.
- **Student Pipeline Management Data**
  - The NITRAS coordinator will provide to the training departments the following information:
    - — Total number of supernumeraries.
    - — Total number of enrollments.
    - — Total number of graduates.
    - — Total number of attrites (academic, non-academic).
    - — Total number of setbacks (academic, non-academic).
  - Training departments will review the data for accuracy and take corrective actions as required. The summary information and action taken will be forwarded to CISO as required.

SECTION 5.0 COURSE REVIEW PROGRAM

5.1 Introduction

There are several different types of course reviews that provide feedback on the training conducted by a course. These include: Attrition Analysis Reviews, Course Utilization Reviews, Safety Reviews, Excess Manday Review, and Formal Course Reviews.

- Depending on the situation, the different types of course reviews may or may not be conducted at the same time. For example, if a course plans to conduct an Attrition Analysis Review, it may be effective to also meet the requirement for the Formal Course Review at the same time. The decision as to when course reviews are conducted should be based on manpower availability and therefore, scheduled not to conflict with training.

- Checklists have been developed to assist in the review of each of these areas. Sample checklists are contained in the Appendices. The sections that follow provide guidance in the following areas:

  - Contents of each different review.
  - Procedures for conducting the review.
  - Responsibility for conducting the review.
  - Requirements for the review.
  - Reporting procedures.

5.2 Attrition/Setback Analysis Review

Attrition occurs when a student is clearly unsuited, unable and/or unwilling to achieve the course objectives. A **setback** occurs when the student is required to repeat a portion of the training. Both types of actions are costly and impact our ability to provide a sufficient quantity of sailors to the fleet. Therefore, both rates must be monitored closely to ensure that attrition and/or setback occurs only as a last resort. It is the responsibility of the training activity to closely and continuously monitor the attrition/setback rates in order to detect trends early, investigate those trends and take corrective action. This section deals with monitoring and reporting attrition/setback

rates, how to analyze the course for possible trends in these rates and areas to check that may contribute to these rates.

5.2.1 Course Attrition Analysis

Emphasis must be placed on providing the student with quality training therefore, improving the training process should result in a reduced attrition/setback rate. A careful analysis of all factors that may prevent successful completion of a course is required of all NAVEDTRACOM training activities. An analysis of course attrition/setback consists of two parts: **trend analysis** or the identification of problems in the training process and **cause analysis** used to control and/or predict attrition or setback.

5.2.2 Trend Analysis

Trend analysis requires the activity to monitor the attrition/setback rates on **continuous basis** to identify trends or changes. These statistics are reported in NITRAS. NITRAS is the only official source for attrition/ setback trend information. Other sources may be used for information but will not replace NITRAS. Upper Control Limits (UCL) and Lower Control Limits (LCL) for both attrition and setback have been established in NITRAS and represent the tolerance limits.

5.2.3 Cause Analysis

Cause analysis begins when an adverse trend occurs. It involves an assessment of the training process to determine the factors that may affect the rates. The purpose of the cause analysis is to identify changes that are needed to reverse the rising attrition/setback rates.

5.2.4 Conducting an Attrition/Setback Analysis

Step One

- When a course exceeds its UCL or when an adverse trend appears to be occurring, the data reports and the reporting process must first be verified. Consider the following:
  - A decrease in student input or a delay in the NITRAS reporting process may cause an erroneous increase in attrition rates.

- Accuracy of data entered, timely entry and utilization of established procedures determine the usefulness of the data reports.

Step Two

- When an adverse trend cannot be attributed to a reporting problem, a cause analysis will be conducted. Appendix B contains a list of checkpoints that may be used to assist in the evaluation of curriculum, instruction, training, and student management.

Step Three

- Once a cause analysis has been conducted, action must be taken to correct the problem areas. There may be more than one reason for the adverse trends, so care must be taken to implement one change at a time and to monitor that change for significant results.

- When the recommended actions are beyond the control of the training activity, they will be forwarded to the CCA via the respective functional commander.

5.2.5 Reporting for High Attrition/Setback Courses

Attrition/setback rates for all courses will be monitored continuously. The analysis of performance will be based on two factors: upper and lower control limits and the 12 month moving average. Upper and lower control limits are calculated by the CNET and will be updated on an annual basis. Procedures for calculating and updating the control limits are outlined in Appendix B. The 12-month moving average shows the latest annual course rate by adding data for the latest month and dropping data for the earliest month. The 12-month moving average information is available in the monthly NITRAS reports.

CNET and the functional commanders will monitor the attrition/setback rates. When the upper or lower control limit of an "A" or "C" school is exceeded for three consecutive months, the course will be flagged as high attrition or high setback course. The first time a course is identified by CNET as a high attrition/setback course, a cause analysis will be conducted by the activity using the checklist in Appendix B. Results of the analysis will be forwarded to the functional commander complete with a set of milestones for corrective action. Information contained should include:

- A list of possible causes for the high attrition/setback rates divided into areas within and areas outside NAVEDTRACOM control.

- A summary of action taken. Action taken must be specific. Included is a status report of action planned or taken to date.

- Graphs showing actual or predicted changes with amplifying comments if appropriate.

Courses will continue to remain flagged as high attrition/setback courses until any of the following criteria is met:

- The course has completed all milestones established in the POA&M and the attrition/setback rates have remained within the area of control for three consecutive months.

- The course is removed at the request of higher authority.

- The course has undergone a Navy Training Requirements Review and has been revised by addition/deletion of course material.

5.3 Safety Review

Safety is an integral part of all elements of the NAVEDTRACOM mission. Safety and supervisory procedures shall be maintained at a level that ensures safety while providing realistic training. To ensure that safety is given a high priority and as a means of quality control, the training activity will conduct an annual safety review for all NAVEDTRACOM courses. The purpose of this section is to provide guidance in conducting the safety review and reporting the results to higher authority. Specific guidance on safety requirements may be found in the following sources:

- OPNAVINST 5100.19 (series).

- OPNAVINST 5100.23 (series).

- OPNAVINST 1500.75 (series).

- CNETINST 1500.20 (series).

5.3.1 Requirements for Conducting the Safety Review

It is the responsibility of the commanding officer to designate personnel responsible for conducting the review. Results of the safety review will be forwarded to the functional commanders. Negative reports are required. Safety Review Checklist, located in Appendix G, will be used when conducting the safety review.

5.4 Course Utilization Review

Maximum use of resources is one of the many goals of NAVEDTRACOM. All NAVEDTRACOM activities must closely and continuously monitor how the courses are being utilized to ensure maximum use of resources. Every effort will be made to ensure that only valid, essential training is planned for and conducted. For the purpose of this section, the following definitions apply:

- **Low input** is defined as actual input of 10 or less without apparent plans to increase the input during the current or future fiscal years.
- **Low utilization** is defined as a course with an 80 percent or less actual execution of the plan.
- **High utilization** is defined as a course with a 120 percent or more actual execution of the plan.

Both low and high utilization percentages are computed by dividing annual actual input by planned input.

Courses which are over or under utilized present a false indication of training capability as well as poor requirements planning. Additionally, training which can be accomplished by other means without degradation of quality or an increase in resources should also be identified.

5.4.1 Policy for Course Utilization Reviews

The purpose of the annual course utilization review is to determine if the under utilized courses should be canceled, if training could be accomplished by other more effective means or if the training plan should be modified. It is the responsibility of the functional commander, in conjunction with the CCA, to conduct an annual review of courses that fall into the categories listed above. The training activities shall be prepared to provide the functional commander with information necessary to conduct the review and to make recommendations to higher authority.

- Courses that are exempt from this review are:
  - Courses that convene "on request" or on an "as required" basis (non-NEC awarding courses only).
  - All courses that are classified as team training.
  - Courses that belong to other commands outside the CNET claimancy having an "S" Course Identification Number (CIN) or a CIN prefix of "X."
- Training and course managers shall continuously monitor utilization trends in order to identify over or underloading of courses and to ensure that only valid, essential training is planned and efficiently conducted.

Course reviews are conducted by each functional commander. If the courses reviewed are CNO directed "A," "C," and "G" schools, the following action will be taken:

- Conduct an annual review if courses meet or exceed the limits defined as low input or low/high utilization during the past two fiscal years.
- Recommendation to the CNO may include:
  - Cancellation of obsolete courses.
  - Justification of exemptions/modifications to the existing requirements plan.
  - Request for validation of the training requirement with the respective resource sponsor.
- When potential Operations and Maintenance, Navy (OM&N) resource savings can be made, the functional commander will identify equipment, classroom space, and/or instructors.
- The Training Project Plan will be used by the functional commander to recommend cancellation of a course.
- NAVEDTRACOM will hold an annual utilization review to determine the appropriate recommendations, including plan changes and course cancellations. This review will focus on resource requirements necessary to support adjusted plans.

- CNET will coordinate the input from all the functional commanders' NEC reviews and consolidate individual Course Data Processing Code (CDP) reviews into a composite NEC utilization response which will be forwarded to the Bureau of Naval Personnel (BUPERS).

- For all other courses, functional commanders will conduct an annual review to include requirements and planned student input for courses which meet or exceed the limits defined as low input or low/high course utilization during the past two fiscal years. Recommended actions will be the same as those listed for "A," "C," and "G" schools.

- The Naval Education and Training Security Assistance Field Activity will review all recommendations identified during the annual review of course utilization and will provide comments to CNET pertaining to impacts on foreign military sales commitments.

5.5 Formal Course Reviews

The Formal Course Review (FCR) program is designed to provide a check of the different elements contained in a course and serves as an excellent source of internal feedback. The completed FCR shall be maintained in the course audit trail for the previous two review cycles. The FCR may be used to:

- Evaluate the course materials for technical accuracy and teachability.

- Evaluate course conformance to existing standards and instructions.

- Assist in the overall management of the course.

- Assist in identifying areas for course improvements.

5.5.1 Conducting the Formal Course Review

Subject matter experts evaluate the technical content of the curriculum while curriculum development experts evaluate the effectiveness of course management procedures, i.e., academic review boards, attrition, setback, remediation programs, instructor certification programs, conformance to developmental standards, etc.

The developmental standards will vary between courses. Examples include: NAVEDTRA 110A, OD 45519, DoD Handbook 292, NAVEDTRA 131 and 130. The guidelines contained in this section apply to all courses regardless of the standards used for development.

Based on available manpower, tasking, and organizational structure, CISO personnel may conduct course reviews in conjunction with the course personnel.

5.5.2 Formal Course Review Cycle

Formal course reviews will be conducted on an annual, biennial or triennial cycle as determined by the Curriculum Control Authority. In no case shall the formal course review cycle exceed three years. The CISO will schedule, monitor, and regulate the formal course reviews. Regardless of the cycle, a formal course review should always be conducted shortly before and in preparation for, a SITTR, SWTTR, or MTRR. When scheduling the formal course reviews, consider the newness of the course, course development or revision projects, planned changes in curriculum, existing staff workload, etc.

For courses located at more than one site the CCMM will:

- Advise participating activities of the FCR input due dates.
- Conduct an FCR. Summarize the inputs from the participating activities; forward a summary to the CCA and a copy to the participating activities.

The CISO for the participating activity will:

- Ensure that all FCRs are completed and a copy of the summary is forwarded to the CCMM prior to the due date.

5.5.3 Submission of Formal Course Reviews

A summary report of the FCR findings will be forwarded to the CCA with a copy to the functional commander, if appropriate. CISOs may submit findings as soon as received, on a quarterly basis or as directed by the CCA.

5.5.4 Formal Course Review Checklist

Procedures for conducting the FCR and a copy of the FCR checklist are contained in Appendix H.

5.5.5 Requests for Modification to the Formal Course Review Requirements

Requests for modification to any of the requirements established by this manual will be forwarded, via the functional commander, if appropriate, to the CCA for approval.

SECTION 6.0 EXTERNAL FEEDBACK

The effectiveness of any training program is measured through the quality of the graduate. The Navy Training Feedback System (NTFS), established by OPNAVINST 1500.71, provides the all important function of evaluating training.

- There are three principal components and/or levels of effort in the NTFS.
  - The Navy Training Feedback Form and Process. Refer to Appendix I for a copy of the form.
  - The Navy Training Requirements Review (NTRR) processes. Refer to OPNAVINST 1500.69.
  - The Navy Training Appraisal process. Refer to OPNAVINST 1500.51.
- The program identifies, consolidates, and resolves training deficiencies using a simple "BY EXCEPTION" NTFS Form (OPNAV 1500/39 (3-92) S/N 0107-LF-013-7400). This form is to be submitted ONLY if there is a problem.
- Discrepancies generally fall into two broad categories, what to train and how to train.
  - What to train issues involve a decision-making process that will result in the addition or deletion of training modules, course, and/or philosophy (theory vs. practical application). Are we training what the fleet needs?
  - How to train issues may involve the depth of coverage of a topic, the use of technical training equipment (TTE) to support lab exercises, and/or the length of time allotted to the training.
- NTFS attempts to resolve training deficiencies at the lowest possible level. Deficiencies that cannot be resolved at the Type Commander or Echelon 2 command will be resolved using the NTRR process or the Navy Training Appraisal.

SECTION 6.0 EXTERNAL FEEDBACK

- The feedback system applies to all types of training received by Navy personnel, both active and reserve military, and civilian. Examples of this broad spectrum of training include; fleet, onboard training (OBT), systems command training, as well as that received from mobile training teams (MTTs) and joint or other service schools.

- To complete the NTFS form, follow the instructions contained on the back of the form. The form has four colored perforated sheets.

  - The training officer or designated representative will forward the white copy to CNET who is the clearinghouse for the system.

  - The yellow copy goes to the Type Commander or Echelon 2 command.

  - The pink and blue copies are provided for the activity's records.

- When CNET receives the NTFS form, the activity will receive an acknowledgement letter. Information copies of all correspondence related to the problem will be forwarded to the activity.

- CNET will enter the training discrepancy into the Navy Training Feedback Database.

  - Type Commanders and Echelon 2 commands have access to the database to make decisions.

  - CNET analyzes information on the database to determine trends or potential systemic problems.

- CNET will provide the originating unit with a plan of action/update within 45 days after acknowledging receipt of the NTFS form.

- A training deficiency will receive a thorough analysis and review and the originator will be kept advised by CNET of the progress.

- The agency having the resources and authority will determine the outcome of the training deficiency. This issue is closed when either a competent authority decides no action is required, or the new training is in place.

SECTION 6.0 EXTERNAL FEEDBACK

- CNET will send a closing letter to the originator stating the action(s) taken.
- The NTFS form is available through the Navy supply system. Activities are also authorized to generate the form by computer.
- The NTFS OPNAV instruction directs that the NTFS will be a part of all officer accession, leadership, command (PCO/PXO) courses, chief petty officer and petty officer courses, instructor, and qualification courses. It will also be included in, but not limited to, surface warfare officer courses, department and division officer courses, and "C" schools. Functional commands, Echelon 2 commands, and Type Commanders have copies of the NTFS video tape. A duplicate of this 9 minute video tape may be obtained by sending a blank video tape to NETCLANT/PAC or NETPMSA (Code 05).
- The Training Performance Evaluation Board has been given the responsibility to provide oversight in these areas of assessment and evaluation.

SECTION 7.0 SUMMARY

Chapter 5.0 contains a description of the guidelines and procedures relevant to evaluation management. Many of these guidelines and procedures are general in nature and should be further developed to address the unique needs of individual commands.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 5.0. The matrix also identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the CO; however, the CO is listed as the responsible party on the matrix. Finally, the matrix lists the page or pages where the guidelines, procedures, and tasks may be found.

TASKS	RESPONSIBILITY	PAGE
Develop a testing plan and establish testing programs that evaluate a student's ability to perform the objectives of the course.	CCMM	5-1-4
Develop and maintain course testing plans.	CCMM	5-1-4
Ensure contents of the testing plans are consistent with established guidelines.	Training Department CISO	5-1-2
Monitor the testing program and ensure responsibilities are carried out as directed.	CISO	5-1-4
Conduct monthly and quarterly evaluations.	CISO Training Department	5-2-1 5-2-2
Conduct scheduled and unscheduled evaluations.	CISO Course Supervisor	5-2-1 D-1
Ensure monthly evaluations are conducted as directed.	CISO	5-2-1
Ensure all exceptions to the monthly and quarterly evaluations are approved and documented in the instructor's training record.	CISO	5-2-1 5-2-2

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure quarterly evaluations are conducted as directed.	CISO	5-2-2
Ensure that unscheduled evaluations are documented and used by the command to improve the quality of the training.	CISO	5-2-3
Ensure instructors are technically competent to teach all assigned material.	Course Supervisor	5-2-2
Monitor and regulate the instructor evaluation program.	CISO	5-2-3
Reevaluate all unsatisfactory technique evaluations.	CISO	5-2-5
Take corrective action when an instructor is evaluated unsatisfactory based on attitude and/or behavior.	Training Department Course Supervisor	5-2-4
Ensure all instructor's evaluated unsatisfactory based on technical expertise are reevaluated until problem areas are corrected.	Training Department Evaluator	5-2-4
Ensure recommendations for reclassification of an instructor are in compliance with directives.	CISO	5-2-5
Ensure NROTC instructors are evaluated at least once every six weeks after certification.	Training Department	5-2-5
Ensure flight training instructors are certified and evaluated as required.	Training Department	5-2-5
Ensure that students are given the opportunity to complete critiques of a course, an instructor, and their quality of life.	Training Department CISO	5-3-1
Ensure locally developed critique forms are in compliance with directives.	CO	5-3-1
Ensure measures are in place to prevent intimidation when the students complete critique forms.	CO	5-3-2

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Ensure all students exposed to high-risk training situations complete critiques as required.	Training Department CISO	5-3-2
Ensure feedback from students attending high-risk training courses is collected using the CNET critique form.	CO	5-3-2
Ensure instructors are critiqued by the students on a scheduled basis.	Course Supervisor CISO	5-3-3
Ensure courses are critiqued by the students on a scheduled basis.	Course Supervisor CISO	5-3-3
Submit a quarterly summary report of the student critique results to CISO.	Training Department	5-3-4
Monitor training quality indicators (TQIs) and notify CISO when a trend is identified.	Training Department	5-4-1
Analyze command TQI summaries and recommend corrective action.	CISO	5-4-1 5-4-2
Summarize TQIs and forward the summary report to the CO as required.	CISO	5-4-2
Monitor attrition/setback rates.	Training Department	5-5-1
Conduct cause analysis for courses with high attrition and/or setback rates.	Training Department CISO	5-5-2
Conduct Annual Safety Reviews.	CO	5-5-4
Forward results of safety reviews, including negative reports, to the functional commander.	CO	5-5-5
Conduct course utilization reviews.	Functional Commander	5-5-5

SECTION 7.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Provide assistance to functional commander in scheduling and conducting course utilization reviews.	CO	5-5-5
Conduct formal course reviews (FCR) as directed by the CCA.	CISO Training Department	5-5-8
Maintain copies of the FCRs in the audit trail from the previous two review cycles.	CISO	5-5-7
Monitor, schedule, and regulate the FCRs.	CISO	5-5-8
Ensure participating sites complete FCRs as scheduled and provide summary report to the CCMM.	CCMM	5-5-8
Submit FCR summary reports as directed by the CCA.	CISO	5-5-9

CHAPTER 6.0 SUPPORT FUNCTIONS

INTRODUCTION

To accomplish the mission of providing efficient and effective training, training activities are responsible for curriculum, instruction, and evaluation. Chapters 1 through 5 discussed how the training manager can manage the above areas through quality leadership. Other areas do not clearly fall into these categories and often overlap the three general areas. These have been grouped in Chapter 6 as support functions. In this chapter, the following will be discussed:

- NITRAS.
- Navy Schools Accreditation Program.
- American Council on Education.
- Contract Management.
- ADP Systems.
- Security Requirements.
- Safety Requirements.
- Casualty Report.
- Interservice Training Review Organization.

SECTION 1.0 NITRAS

1.1 Introduction

The Navy Integrated Training Resources and Administration System (NITRAS) is a Navy-wide automated information system designed to manage and support the Navy training effort. NITRAS collects, compiles and provides training managers and higher echelons of the Navy (e.g., CNO, Naval Recruit Command, BUPERS) with student and course information.

NITRAS is governed by OPNAVINST 1510.10 (series). CNO is the system sponsor; CNET is the executive agent/functional manager, and NETPMSA is the system manager.

NITRAS provides annual training plans, class schedules, and quota allocations for all Navy courses. It provides data on the number of student enrollments, graduates, disenrollments, attrites, and setbacks; course utilization data and average on board (AOB).

NITRAS passes student course completions and NEC award recommendations to BUPERS.

NITRAS is the official source of student training statistics. These statistics are used to justify the annual Navy training budget. The accuracy of the information in NITRAS is of vital importance to Navy training.

NITRAS is the vehicle by which the Navy's inventory of trained personnel is determined, which in turn, affects new training requirements.

NITRAS as a system interfaces with approximately 25 other ADP systems. Thus, when NITRAS is wrong, many other data bases are also wrong.

1.2 Contents

- NITRAS consists of four (4) major files:
  - Master Course Reference File.
  - Student Master File.
  - Training Summary File.

- Pipeline Management File.

1.3 Master Course Reference File

The Master Course Reference File (MCRF) is the building block for all of the other files in NITRAS. Reports from this file are identified as CNET Report 1500.1000 (series).

- This file contains:
  - Basic course data.
  - Fiscal year (FY) training plans and requirements for current FY plus four out years.
  - Quotas planned for approximately two out years.
  - Class schedules.
- The data elements contained in the MCRF are described in detail in the *MCRF Users Manual*, a NETPMSA document. The MCRF data file is updated weekly and produces a monthly distribution for all courses (CNET Report 1500.1003).
- The MCRF contains the data necessary to determine the number of planned class convenings for an FY training plan. The annual training plan is divided by the maximum class size, resulting in the number of class convenings that will maximize training efficiency.
- Annually, CNO (PERS 22) forwards training requirements for Personalized Recruiting for Immediate or Delayed Enlistment (PRIDE) courses and NEC-awarding courses. Feasibility studies are conducted at the functional commander's level. These studies are designed to compare the training requirement with the classroom capacity. The final product becomes the FY training plan.
- PERS 22 also forwards the training requirements for selected reserves (SELRES), other services (USMC, USA, USAF), international military students, and authorized civilians.
- FY USN training plans for courses other than PRIDE or NEC-awarding courses are based on historical utilization and known Type Commander requirements.

SECTION 1.0 NITRAS

- Annual class schedules are input to NITRAS based on the finalized FY training plan approved by the Curriculum control Authority (CCA). Class quotas can then be computed and spread for each class.

- Class scheduling procedures can have a tremendous effect on student management. BUPERS and COMNAVCRUITCOM make detailing commitments months in advance of class convening dates based on MCRF schedules. If schedules are late or changes are made, this plan will be disrupted. Timely, accurate, stable scheduling for PRIDE courses is especially important since specific commitments are made to individuals during the recruiting process.

- When preparing class schedules the following factors should be considered:

  - Annual planning data for the appropriate fiscal year will be used as the determining factor for the number of class to schedule. Steps in the scheduling process are as follows:

    — Divide FY plan by the maximum class size listed in the capacity field of the MCRF. The result should provide maximum cross-utilization of resources and the most efficient and economical class size, requiring the least number of instructors.

    — The number of classes must accommodate the annual plan without class quotas exceeding the maximum class size. For example, if the FY plan is 100 and the maximum class size is 25, 4 classes should be scheduled. To schedule more than 4 classes would require CNET approval. Conversely, scheduling 3 classes would cause classes to exceed the maximum size. Quotas are then spread evenly for each convening class by dividing the FY plan by the number of classes scheduled.

    — Verify the PLAN CONV field in the MCRF agrees with the actual count of classes. NETPMSA form 1510/17F will be submitted to correct this field.

    — Adjust the COURSE LENGTH field and INST DAYS field of the MCRF if necessary.

    — Number classes in ascending order and gaped by tens (e.g., 93010, 93020, etc.) in order to allow for the insertion of additional classes if required. Convening data will progress naturally from earliest to latest.

— Courses which schedule double or triple-shifted classes will reflect the same convene and graduation date for each class; however, different sequential class numbers will be assigned to each class.

- National holidays will not be scheduled as convening dates or as days of training. Graduation will always occur on a normal training day.

- National holidays falling on Saturday or Sunday are observed on the preceding Friday and following Monday respectively.

- The Friday following Thanksgiving is a normal training day for scheduling purposes.

- State and/or local holidays will not be observed unless extensive associated civic functions would seriously hamper execution of the training mission.

- The Navy and Marine Corps "birthdays" are normal training days.

- To preclude degradation of training, time lost due to holidays will not be made up by compressing the instructional periods. Therefore, either the number of daily training hours must be increased or the course graduation date must be extended to compensate. Graduations that coincide with the December/January holiday leave period may be accelerated, provided there is no degradation of training.

- Class schedules will be prepared, whenever possible, to provide optimum class scheduling of associated or follow-on courses in order to minimize awaiting instruction time.

- Classes may be automatically scheduled in MCRF by using NETPMSA form 1510.17E. This is the preferred method for courses that convene on a regular basis. It reduces the manual effort required and eliminates errors that may result from the manual process. It allows for holidays and weekends and extends the graduation date of a class held during the December/January holiday leave period.

- Complete FY class schedules must be submitted. Class additions and/or deletions should be submitted only if they can be processed and published in the MCRF prior to the detailing procedures. Minor changes to a class schedule within six months of the scheduled convene date will not be processed in order to minimize impact on BUPERS order writing process. A

change to the graduation date of a class already in progress should not be submitted as a change to the MCRF. Rather, an exception graduation date should be used for those students.

- ▸ Class schedules shall be submitted annually when specifically requested by CNET message. As a result of annual feasibility studies, updated student input plans are not entered into the MCRF until just prior to calling for the schedules. Therefore, do not submit schedules prior to the call.

- NITRAS updates BUPER's Support Program For Incentives, Retention and Training Assignments System (SPIRIT). This is done by providing class schedules and quota spreads to facilitate detailing of Navy students.

- MCRF interfaces with CANTRAC to provide course locations, course prerequisites, check-in information and class convening schedules to the fleet. Refer to CNETINST 1500.1 (series).

- MCRF and CANTRAC changes should be sent from the training activity to the CCMM. The CCMM will send the changes to the functional commander who will ensure that the changes are entered into the data base. These guidelines should be followed to minimize the amount of confusion created when data elements of these files are changed.

1.4 Student Master File

The Student Master File (SMF) contains training-related data on individual students. It is used daily to account for all students from the time they arrive until they depart. The SMF is updated nightly. Reports from this file are identified as CNET Report 1500.1100 (series).

- Information contained in the SMF include:

  - ▸ Training history of the students by name and social security number.

  - ▸ Student status while stationed at the activity, i.e., awaiting instruction, under instruction, interrupted instruction, and awaiting transfer. This data is used for statistical analysis.

- The data elements contained in the SMF are explained in detail in the *Student Master File (SMF) Users Manual*, NETPMSA Document.

1.5 Training Summary File

The SMF data is compiled into monthly student statistics in the Training Summary File (TSF). TSF reports are very important in that they are the historical training statistics for the command. The TSF updates monthly. Reports from this file are identified as CNET Report 1500.1200 (series).

- The TSF contains historical training summary statistics, i.e., average on board (AOB), supernumerary AOB, attrition, setbacks, enrollments, graduates, disenrollments, and utilization on a course by course basis.

- The TSF, its capability and the data elements are explained in detail in the *Training Summary File (TSF) Users Manual and Reports Manual*, NETPMSA Documents.

1.6 Pipeline Management File

The Pipeline Management File (PMF) works in conjunction with the MCRF and SMF to track the progress of a student through a series of courses which typically award an NEC. This file provides training statistics at the pipeline level. The PMF updates weekly. Reports from this file are identified as CNET report 1500.1300 (series). The PMF, its capabilities and data elements are described fully in the *Pipeline Management File (PMF) Users Manual*, NETPMSA Document.

SECTION 2.0 NAVY SCHOOLS ACCREDITATION

2.1 Introduction

It is the Navy's goal to provide the opportunity for Navy men and women to pursue formal training commensurate with their personal ambitions and abilities as well as the requirements of the naval service. To accomplish these goals, every effort will be made by the training activity to encourage the recognition of the quality of the training by both the military and the civilian training communities. Accomplishment of these initiatives:

- Encourages higher levels of professionalism and technical competence within the Navy.
- Recognizes the educational aspirations of individuals.

The accreditation program of CNET is one such initiative.

- It is the primary vehicle the Navy uses to ensure its formal technical schools are on par with those technical institutions of recognized quality throughout the civilian and military sectors.
- It is desired that through association membership, service on accrediting teams, and participation in association programs that Navy training activities will contribute to high standards of quality for the national education and training community.
- Accreditation of a Navy school by its regional accrediting association is a highly prestigious event, signifying the training activity has met the highest of education standards in all aspects of departmental operations.
- The process of attaining accreditation is extensive and usually requires two years to complete. The primary components of the accreditation process include:
  - A letter of self-nomination or request for candidacy to the appropriate regional association initiated by the training activity.
  - A detailed self-study which compares the training activity's management posture against the standards and criteria of the accrediting association.

- A comprehensive on-site evaluation of the training activity by a team of military and civilian training experts appointed by the association.
- The correction by the training activity of any deficiencies identified by the evaluation team.
- Recommendation for accredited status for the training activity after accreditation requirements are met.
- Final acceptance is achieved by approval from the association's board of directors and by majority vote of the association's Annual Delegate Assembly.

- Accreditation is customarily granted for a period of from one to six years. Thereafter, each training activity must substantiate its accredited status annually through a report to the association. This report will reflect the current status and any changes to training.
- Depending on the association's policy, a reaffirmation of accreditation is made every three to six years. This requires a thorough update of the self-study, visit by an association-sponsored evaluation team, and reaffirmation by the board of directors and delegate assembly.
- The accreditation process provides the Navy a unique type of professional expertise and technical assistance from recognized educators within the civilian sector.
- Navy training activities can benefit significantly by completing the comprehensive and systematic self-study evaluation process. This compares their performance with generally recognized standards of excellence fostered by the regional accrediting associations.

2.2 Guidance

All NAVEDTRACOM training activities are strongly encouraged to seek accreditation. The process begins by submitting a letter of self-nomination or request for candidacy to the regional association via functional commander to CNET.

SECTION 2.0 NAVY SCHOOLS ACCREDITATION

2.3 Program Funding

Costs of the accreditation program will be funded as follows:

- CNET will centrally fund the following services through contracts with the appropriate regional accrediting association:
  - The association annual membership dues for all participating NAVEDTRACOM training activities.
  - The activity's initial candidate application fee.
  - The cost of the preliminary evaluation visit for representative(s) of the association to the training activity.
  - The cost of the regional association's evaluation team visit for initial accreditation and reaffirmation.
- Functional commanders will fund:
  - The travel expense for technical assistance provided to the training activity during the self-study process.
  - The TAD expense for representatives of the training activity to attend the two Annual Delegate Conventions, during which the training activity is granted candidacy status and is awarded initial accreditation.
- Training activities will fund:
  - The expense of producing and publishing the Self-Study Report.
  - The cost of host and administrative support for association evaluation individuals and teams.

2.4 Responsibilities During the Accrediting Process

Command attention is essential in order for the accreditation program to provide optimum benefits to the training activity.

- Functional commanders who have training activities accredited or are undergoing the accrediting process shall assist the training activities in their initial contact and application to the appropriate regional accrediting agency and designate to CNET a functional command level accreditation officer.

- Training activities shall:

  - Appoint a project officer for the accreditation project. The project officer should be a senior commissioned officer, assisted by a civilian instructional systems specialist. The instructional systems specialist will provide professional assistance and continuity throughout the initial process and subsequent re-affirmation cycles.

  - Educate the staff on the accreditation process and, as appropriate, involve them in the process.

  - Communicate with the cognizant regional association during the accrediting process.

  - Keep the project officer at the functional commander's headquarters and CNET informed of the project's progress and provide each with a copy of all correspondence forwarded to the regional association.

  - Forward copies of the complete self-study report to the functional commander's project officer and CNET.

SECTION 3.0 AMERICAN COUNCIL ON EDUCATION

3.1 Introduction

The Center for Adult Learning and Education Credentials (CALEC) of the American Council on Education (ACE) evaluates formal training courses that are 45 academic hours or longer and makes credit recommendations to civilian postsecondary schools, colleges and universities in five possible areas: High School, Vocational-Technical Certificate, Lower-Division Baccalaureate/Associate Degree, Upper-Division Baccalaureate Degree, and Graduate Degree.

The academic credit recommendations of the CALEC are published every two years in the *Guide to the Evaluation of Educational Experience in the Armed Services*. Credit recommendations for courses evaluated after the publication of The Guide are provided every six months in The Handbook as Evaluation Updates. The credit recommendations of the CALEC are widely accepted by civilian Vo-Tech schools, high schools, colleges, and universities in the granting of academic credit and Vo-Tech certification to personnel who have successfully completed specified training courses.

Civilian educational institutions affiliated with the Service Members Opportunity College-Navy (SOCNAV) will accept the credit recommendations of the CALEC, if appropriate to the student's educational program plan. Credit recommendations are based on a CALEC review of the course Program of Instruction (POI), illustrated in Figure 6-3-1, and a possible on-site visit to the cognizant Navy training activity.

CANTRAC lists formal Navy training courses and provides information as to the purpose, scope, location, length, prerequisites, and additional information on the courses and the training activities.

3.2 Policy and Procedures

CNET is responsible for ensuring the continuing evaluation of Navy training courses and conducting policy liaison with other Navy claimants and CALEC.

Responsibility for the coordination of course evaluations requested by training activities and responses to requests by CALEC for course information are delegated to the Commanding Officer, Naval Education and Training Program Management Support Activity (NETPMSA). Refer to CNETINST 1560.2 (series).

- The CISO is responsible for screening each CANTRAC course description for academic applicability.

- The CISO will screen their courses for those which are academically applicable, those which have not been previously submitted to CALEC, those that have been revised, and those that are inaccurately portrayed in the guide.

- CCMM CISOs will submit a POI in the format illustrated in Figure 6-3-1 to CALEC for each course that has been identified as warranting evaluation.

- CCMM CISOs will provide CALEC with the name and commercial telephone number of the project officer to work with CALEC on the evaluation of the course or courses.

- After POIs have been approved, CALEC will determine whether an on-site visit is appropriate. If an on-site visit is required, CALEC will contact the project officer.

- Requests for evaluation of courses containing classified information will be resolved on a case-by-case basis by the CALEC, CCA, and OP Sponsor.

3.3 Reporting

The CALEC has agreed to furnish NETPMSA with the following non-cumulative reports every six months:

- A list of on-site evaluations completed during the past six months with results as applicable.

- A list of the courses (titles and course numbers) designated for evaluation.

- A list of acceptable POIs received from commands during the quarter.

PROGRAM of INSTRUCTION (POI) REQUIREMENTS

- ✓ Course point of contact, address, telephone number (commercial and DSN)
- ✓ Title of Course
- ✓ Course Identification Number (CIN)
- ✓ Locations as listed in CANTRAC
- ✓ Length in 5-day weeks provided by the course master schedule
- ✓ Number of academic hours as provided by the course master schedule
- ✓ Course implementation date/last revision date
- ✓ Course Mission or Purpose
- ✓ Course prerequisites (training, NEC/NOBC, courses, etc.)
- ✓ Instructional methods
- ✓ Pipeline information, if applicable
- ✓ List of major topics
- ✓ Hourly breakdown of major topics as provided by the course master schedule

Figure 6.3.1. POI Requirements

SECTION 4.0 CONTRACT MANAGEMENT

4.1 Introduction

Normally, the Navy contracts for personnel to perform services when it is cost effective, and when cutbacks in manpower authorizations make contracting for services a necessity. In the Navy training environment, courses are taught by civilian contract instructors, and the government equipment is maintained by civilian contract technicians. Training managers who are responsible for courses using civilian contractors must understand the guidelines governing contracted services.

4.2 Guidelines for Contractor Services

Guidelines for using contractor services are outlined in *Federal Acquisition Regulation (FAR) 37.104.* Personnel who deal with contractor-furnished services should become familiar with that instruction. They should also meet with the Contracting Officer's Representative (COR) who is responsible for monitoring the contract to discuss their specific contract-related duties and responsibilities.

4.2.1 Role of the COR

The COR is nominated in writing by the Commanding Officer of the training site and appointed by the contracting officer. The COR acts as the technical liaison between the contractor and the contracting officer. Because the contracting officers for training-related, contractor-furnished services are located at Fleet and Industrial Supply Center, Charleston, and Naval Air Warfare Center Training Systems Division, Orlando, it is essential that each training site have a COR to act as the eyes and ears of the contracting officer.

The COR is responsible for assuring satisfactory contractor performance and for acceptance of the final product. While the COR fulfills necessary liaison and quality assurance functions, the COR does NOT have the authority to take any action, either directly or indirectly, that could change the cost, scope or other terms and conditions of the contract.

4.2.2 Role of Technical Assistants

The COR is aided in quality assurance functions by training managers who fulfill technical assistant functions. Normally, training managers are designated in writing by the department head as technical assistants for specific courses or pieces of equipment. Technical assistants:

- Observe the day-to-day operations of the contract.
- Provide feedback to the COR on contractor performance.
- Provide or verify the accuracy of training requirements.

4.2.3 Contractor Staffing

Each training activity with contractor-furnished services has a contractor site manager who functions on behalf of the contractor in matters pertaining to the contract. The site manager normally has a staff of supervisors who:

- Direct and evaluate the work performance of the contractor's instructor/technician staff.
- Assist the site manager in contract management.

Staffing is determined by the contractor, not by the government, based on the job requirements listed in the contract.

4.2.4 Communication with the Contractor

The COR communicates directly with the training managers and with the contractor site manager on matters pertaining to the contract. Informally, training managers may communicate on a daily basis with the contractor's supervisors, but they may not communicate with the contractor's non-supervisory personnel on matters pertaining to the contract or their work performance.

For example, curriculum maintenance requirements or problems such as an instructor's failure to dress in accordance with standards outlined in the contract may be discussed with the contractor's supervisors but not with the contractor's non-supervisory personnel.

It should be noted that while communication between training managers and the contractor's supervisory personnel is allowed, all official communications between the government and the contractor must go through the COR to the contractor site manager.

4.2.5 Evaluation of the Contractor's Performance

Training managers must also be familiar with the contract requirements. They may evaluate the contractor's performance only in terms of the finished product (delivery of the services outlined in the contract). It is important that the contract clearly defines the job the contractor is expected to perform, as the Navy must accept or reject the finished product solely on the basis of whether the finished product meets the contract specifications.

4.2.6 Contractor's Job Requirements

Job requirements for a contractor are listed in the general job requirements section or in the Statement of Work. When a contract is necessary, it is critical that all requirements pertaining to the performance of the contract be spelled out in the contract.

For example, if contract instructors are expected to serve as members of ARBs, this must be listed in the contract. If it is not, neither the COR nor a training manager may require the contract instructors to serve as members of ARBs without first requesting and receiving modification to the contract.

Because modifications to contracts normally take several months for approval, it is wise to ensure that the initial contract contains a complete list of job requirements.

4.2.7 Direction and Supervision of Contract Employees

Under the laws governing contractor-furnished services, training managers may not direct how the contractor's employees perform their jobs, nor may they directly supervise their performance. Directing and supervising contractor personnel is the responsibility of the contractor. If the training manager directs or supervises contractor personnel, then the terms of the contract change from that of a finished product to one of personal services. Contracts for finished products are legal; contracts for personal services are not. If the government needs services that are directed or supervised by military personnel, the government must employ the personnel directly, in accordance with Civil Service Laws.

4.2.8 Evaluating Finished Products vs. Personal Services

The following examples are provided to clarify the difference between a finished product and a personal services contract.

- If the Navy contracted for cooks to work in its galleys, a Navy contract monitor could order a steak medium rare and accept or reject the steak when it was served. Acceptance or rejection of the steak would be in compliance with a finished product contract.

- However, if the Navy contract monitor tried to ensure that the steak was cooked to satisfaction by going into the galley; looking over the cook's shoulder; telling the cook when to turn the steak over and how to season it, the contract monitor would be violating the terms of the contract by directly supervising the cook. Direct supervision of the cook would change the conditions of the contract from a finished product to a contract for personal services.

Just as the contract monitor for galley operations must evaluate based on the finished product, so too must training managers. Training managers with oversight responsibilities for instructional services contracts must evaluate the quality of instruction without crossing the personal services threshold. The following provides guidance on how this may be accomplished.

- Evaluating classroom and laboratory instruction. Training managers will use checklists contained in Appendices C and D when evaluating contract instructors. All contract instructors should be evaluated at least annually by the training managers or their representative.

- Monitoring students' academic progress.

- Monitoring attrition/setback data for assigned courses. The training manager must communicate an evaluation of the effectiveness of the training to the COR. The COR provides feedback to the contractor site manager.

- In performing oversight responsibilities, a training manager may:

  - Sit in a classroom.

  - Observe a contract instructor teaching.

- Write an evaluation of the training period and provide the written evaluation to the COR.

- However, the training manager may **not**:
  - Personally critique the contract instructor on the evaluation.
  - Perform other supervisory functions such as direct the instructor on how to personalize the lesson plan.

- If improvement is required, the training manager should follow-up the evaluation with other evaluations to ensure that improvement has occurred and provide written feedback to the COR.

- When the COR receives written feedback from a training manager which requires action on the contractor's part, the COR provides that feedback to the contractor site manager.

- The contractor is then responsible for taking appropriate actions; i.e., critique the instructor, establish an instructor improvement plan, and ensure that the instructor receives necessary training.

- The contractor is responsible for providing written feedback to the COR that corrective action has been taken. The COR will then provide this information to the training manager.

4.2.9 Firm-Fixed Price Contracts

Most Navy contracts for training-related services are firm-fixed price contracts. This type of contract specifies a fixed price that the contractor will receive for items/services listed in the contract. A firm-fixed price requirements type contract for instructional services specifies class unit prices for the courses covered in the contract. Based on the COR's written request, a contracting officer orders the number of classes for each course in the contract through the use of delivery orders.

- Delivery orders are normally issued monthly. Delivery orders should list the classes requested to be taught by the contractor and the dates the classes are to be convened and completed.

- When the contracting officer issues a delivery order to the contractor, this constitutes an order for services and also an agreement to pay for the services.

- Because the contractor must staff to meet the delivery order requirements, the contractor may be entitled to be paid for all classes listed on the delivery order.

- A class or classes may be canceled before or after the convening date; however, the contracting officer may be required to negotiate a settlement with the contractor for costs incurred. It is imperative that the COR advise the contracting officer of any such class cancellations as soon as possible to defray any costs incurred by the contractor.

- Firm-fixed price requirements type contracts for instructional services place a large responsibility on training managers to ensure that the information on delivery orders is correct. That responsibility starts when the class schedules are originally prepared for entry in the MCRF. If the training manager does not prepare the class schedule based on the number of students to be trained and class size requirements, the Navy could spend money needlessly.

  - For example, if 100 students are to be trained in a welding course in the next FY and the class size is limited to 10 students, the training manager should ensure that 10 classes of the welding course are scheduled for the next FY. If twelve classes are scheduled, the Navy could pay for two extra classes at the welding course unit price.

- Since CORs normally prepare the request for instructional services delivery orders based on the information in the MCRF, training managers are usually required to review the request before it is submitted to the contracting officer for issuance of a delivery order.

- Training managers must not only verify the number of classes that must be taught in a given month, but they must also verify class convening and graduation dates.

  - If in the example above, the error of the two extra classes was caught and appropriate changes were made **before** the contractor received the delivery orders, the Navy would not have to pay for the two additional classes.

  - However, since 12 classes were listed in the MCRF, deleting two classes could create problems for the detailer and for any students planning to attend the canceled classes.

4.2.10 Firm-Fixed Price Level of Effort Contracts

As previously stated, most Navy contracts for training-related services are firm-fixed price contracts. This type of contract specifies a fixed price that the contractor will receive for a set amount of either effort or delivery of a certain service as required by the contract. A firm-fixed price level of effort type contract for instructional services identifies the number of classes to be convened for each contract year. The contractor must provide sufficient effort (instructors) to instruct the classes. Delivery orders are not issued with this type of contract; therefore, funding is provided on the basic contract. The contract is divided into functional areas.

- Accurate projections of class convening are critical.
- The contract is priced by functional areas.
- The contractor bases prices on classes specified in each functional area of the contract.
- Significant changes require contract modifications. The government will periodically review the level of effort. If the level of effort reflects increases or decreases in any area which is consistent over at least a three month period, the level of effort ceiling may be adjusted based on a bilateral agreement between the government and the contractor. The contract price will then be adjusted either up or down for the functional area affected.

4.2.11 Contractor's Required Adherence to Directives

While contractor personnel do not directly work for the Navy, they must follow applicable directives pertaining to Navy training and to the training site where they work. The directives are normally listed in the contract and are provided to the contractor by the COR. This required adherence to directives ensures that instruction provided by contract instructors is consistent with Navy training policy.

4.3 New Contract for Curriculum Development

It is the responsibility of Navy and contract instructors to perform routine curriculum maintenance. This includes course surveillance and implementing interim changes to existing instructional materials. Curriculum changes, technical changes and revisions or new development all are classified as curriculum development for contracting purposes. When in-house resources are limited or the Navy desires outside

assistance, curriculum development can be accomplished through the negotiation and award of a new contract.

4.3.1 Requesting a Curriculum Development Contract

Within the Department of Defense, a systems approach to training will be used to guide the development of training. Training contracts that require the delivery of training and training materials to the Government should be written referencing task statements and the supporting Data Item Descriptions (DIDs) cited in MIL-STD-1379 (series). Tailored DIDs are valuable tools for the training activity; they enforce content and format requirements of deliverable data on a contractor and they improve the accuracy of the contractor's products.

Careful planning and effective communication are the keys to a successful training program. A systematic and orderly planning process must be followed to ensure that decisions are made in a timely and cost-effective manner. Effective communication between the contracting, developing, training, and supporting elements is essential to the planning process and will result in effective tailoring of MIL-STD-1379 (series). The contracting and training activities must communicate effectively to clarify responsibilities, create a plan of action, and establish milestones for carrying out required actions. The plan of action and milestones will enable each organization to manage the appropriate "who," "what," "where," and "when" aspects of the training requirement and to assess progress in meeting required milestones.

4.3.2 Statement of Work for Curriculum Development Contract/Purchase Orders

When requesting a curriculum development contract, every task and all products must be fully explained within the context of a statement of work (SOW). The requiring activity prepares a SOW specifying the requirements of the task and provides an independent government estimate indicating work-months and/or work-hours including the cost required to complete the task. The entire package is submitted to the supporting contracting office via the appropriate functional commander. The contracting office will then prepare either a request for quotations or a request for proposals depending upon the dollar amount involved.

The SOW describes the elements of curriculum development in terms of the deliverables, their development sequence, review and approval, implementation, and validation in support of existing courses or development of new courses. Each curriculum development project has unique requirements. Some may be comprehensive and others may be very simple.

SECTION 4.0 CONTRACT MANAGEMENT

The areas discussed below should be included in each SOW.

- **Background** — The background paragraph should identify the title of the course requiring curriculum development, the activity requiring the services and its location. It may also include a brief statement regarding the objective of the course or any other pertinent information.

- **Scope** — In this paragraph, training managers must explain in general terms what the contractor is required to do.

- **Applicable Documents** — CNET curriculum development documents with supporting instructions referenced therein shall form the basis for the SOW. Other documents, instructions, manuals, and handbooks may apply as the scope of the project dictates. All references shall be listed in this paragraph. All documents will be provided by the government to the contractor.

- **Technical Requirements** — The contractor shall provide qualified/experienced personnel for curriculum development. All specific qualifications for personnel shall be listed in this paragraph. All deliverables will be developed in accordance with directives and instructions current when the delivery order is issued as listed in the above paragraph.

  - **Training Material Development** — A systematic approach to training shall be used to develop training materials. This approach uses the systems approach to curriculum development. The systems approach proceeds from an analysis of job task to a selection of tasks to be trained, the identification of skills and knowledge required to support those tasks, the development of objectives, the design and development of training materials, the implementation of courses and the evaluation of courses and course materials. Since several curriculum development standards are in use, procedures to be followed will be specified by the government on each contract. The contract may or may not include all the processes involved in the systematic approach. List all that apply to each tasking.

    — **Analyze.** An analysis of the job shall be done to inventory tasks which must be performed to determine the specific skills and knowledge required for each task. Deliverables may include, but are not limited to; Course Training Task List, Personnel Performance Profiles or Training Project Plan.

— **Design.** Involves the conversion of tasks into objectives, the determination of test items, the sequencing of the information to be taught, and the selection of the media required to support the training. Deliverables may include, but are not limited to; Manpower Personnel Training Analysis Report, Curriculum Outline, Course Master Schedule, Training Course Control Document.

— **Develop.** Involves writing learning activities and developing materials which will be used by instructors and students to acquire the required knowledge and skills. Deliverables may include, but are not limited to; Course Learning/Terminal Objectives, Topic Outline, Topic Learning/ Enabling Objectives, Instructor Guide/Lesson Plan, Student/Trainee Guide, Tests, Instructional Media Materials, and/or Master Materials List/Resource Requirements List.

— **Validate.** Validation is used to evaluate the effectiveness of new or revised materials. The validation process, conducting a pilot, student selection, etc., will be specified by the Government.

— **Implement.** Incorporate the curriculum changes or revisions and/or conduct the new course of instruction, if applicable.

— **Presentation.** Shall be to the target student population as defined by the Government.

— **Collect Data on Student Achievement.** Sufficient data shall be collected for analysis of student achievement. Forms and content of data to be obtained will be specified by the Government.

— **Evaluate.** During and after presentation of training, the requiring activity and the developing activity shall evaluate the training materials for accuracy and effectiveness (usually a single activity will be both the requiring and the developing activity). Discrepancies shall be corrected by the contractor via the COR. Types of evaluation may include but are not limited to; Training Effectiveness, Training Capabilities, Learning Objectives, Training Materials, and/or Tests.

— **Quality Assurance.** Training materials shall be reviewed, evaluated and corrected to ensure the scope and content are as defined by the delivery order. Although the requiring activity will perform reviews of the data items, the developing activity has the responsibility to ensure that the product is correct and usable.

— **Technical Documentation.** Technical manuals and other formal documentation shall be the prime source of information for the development of training materials.

— **Hazard Awareness.** Safety precautions shall be included in every training program. The materials developed shall emphasize each person's responsibility for the prevention of accidents. Actual hazardous conditions, accompanied by the possible consequence of each, shall be delineated. *CNETINST 1500.20 (series), Safety Procedures for Conducting Training,* and related instructions shall define the incorporation of training safety into curriculum development deliverables.

- **Training Materials Review** — Curriculum development process shall have the stages of deliverables guided by the MIL-STD-1379 (series). Curriculum materials developed using other procedures shall have the review stages and products specified by the Government. Periodicity of reviews shall be established by the Government based on the scope of the project.

- **Appendix** — Exhibits to the SOW shall be supplied by the requiring activity to illustrate the content and format requirements of deliverables.

- **Milestones** — Milestones will affect the price and must be realistic. The time required for Government review of each deliverable will be indicated and should be limited to a reasonable period of time.

4.3.3 Contracting for Curriculum Development Under Existing Instructor Services Contracts

Curriculum development products are deliverables and may be ordered on a delivery order under an instructor services contract when a change is authorized, in-house resources are inadequate and funds are available. Navy instructor services contracts have a special contract line item (CLIN) for curriculum development which is priced either by work-month or work-hour. Requests to use the CLIN for curriculum development shall be submitted, with justification, to higher authority for review and approval. The procedures for acquiring curriculum development services under

instructor services contract are similar to awarding a new contract in that it begins with an SOW. Before a delivery order is issued, the contracting officer negotiates the price for each tasking with the contractor based on the task requirements outlined in the SOW. Once the requirement is finalized and the delivery order is issued, the curriculum development effort is a firm-fixed price order.

SECTION 5.0 AUTOMATED DATA PROCESSING SYSTEMS

5.1 Introduction

Automated Data Processing (ADP) Systems are valuable tools for the training manager. ADP systems are currently used in a variety of ways, including:

- Tracking Student Flow.
- Evaluation Programs.

To assist the training manager in performing these functions using ADP equipment, the following systems are available:

- Instructional Support System.
- MicroStass.
- Versatile Training System.

This chapter will address a broad overview of these systems. For additional guidance and detailed information, refer to your functional commander.

5.2 Instructional Support System

Instructional Support System (ISS) is a system that provides data on student tracking, test grading and evaluation, student and course management, and analysis. It interfaces with the NITRAS system and, as such, requires accurate and up-to-date information. ISS provides two different types of reports: batch and on-line.

5.2.1 Batch Reports

Batch reports provide information on individual students, on individual classes, on entire schools, and entire courses serving multi-sited training. Batch reports and transactions are not readily available to the user. Normally, requests will be made through NETPMSA for these reports. The following lists options available to the user through batch reports. This list may be changed and additional reports added. For additional information on the contents of these reports, refer to the *ISS User Manual, Volume 2.*

- ASVAB Scores by Class Report.

- Attrition and/or Setback Analysis Reports.
  - These reports provide information on the number and type of attrites/ setbacks occurring in a unit or class.
  - Academic and non-academic attrites/setbacks are addressed separately. The report may be run for the entire course for the specified time period or by class.
  - Also available is an analysis of the attrites and setbacks according to NITRAS code.
- Attrition Rates Report.
  - This information may be provided by CDP, mental category, or high school/non-high school graduates.
- Average Scores Report.
  - Provides monthly final course averages for graduates. This information may be provided by CDP, mental category, high school or non-high school graduates.
- CDP Graduation Roster.
  - Provides a list of graduates and attrites by CDP.
  - Also available is information on rating eligibility and setback data.
- Class List.
- Graduation Roster.
- Inaction Class List.
  - Provides a list of students who are in an interrupted instruction status.
- Remedial Night Study Report.
  - Provides a list of all students attending mandatory or voluntary night study.

- Provides the total hours accumulated at night study by student.

- Night Study Retest Information.
  - Lists the same information as the remedial night study report but keys in on students with outstanding assignments.

- Progress Roster.
  - Provides current grade matrix information for each student.
  - Information includes grades, retest information, current course average, outstanding remedials, and night study time.

- Rating Eligibility Summary.
  - Provides ASVAB summary data, student counts, and final averages by CDP.
  - This information may be obtained for graduates or attrites; education level (high school/non-high school); rating qualified (qualified, waiver, non-qualified) and mental category.

- School Rosters.

- Special Tracking Code Progress Roster.
  - Provides current grade matrix information on students who are assigned a special tracking code.

- Student Flow.
  - Contains information on student input, graduates, attrition, and flow. It includes both actual attrition numbers and percentages.

- Student Performance Summary Report.
  - Summarizes student input, graduation, and attrition.

- Student Status.
  - Provides information on the student's grades, start time, and location in the course.
- Test Averages Report.
  - Provides an average score for each test in a course.
- Test Item Analysis.
  - Provides the discrimination index, difficulty index, and effectiveness of alternatives data for each test item.
  - Data on the test are also provided, such as test average, number of students administered the test item, etc. This information may also be obtained for individual objectives.

5.2.2 On-Line Reports

On-line reports are defined as reports immediately available to the course for use. These reports contain information on student progress, testing, and administrative functions. Training and course managers should consult the **Users Manual** for the types of transactions available

5.3 Micro Standard Training Activity Support System

Micro Standard Training Activity Support System (MicroSTASS) is a software program developed by NETPMSA for use by smaller training commands. While ISS is supported by a mainframe computer, MicroSTASS is designed for use on a personal computer. Depending on the option, MicroSTASS is capable of generating many of the same reports available through ISS. Applications available include:

- Personnel Manpower Functions.
- Training Management Functions.
- Classroom Functions.
  - Score Test Functions.

- Test Management Functions.
  - — Test Item Bank.
  - — Test Generation.
  - — Test Item Analysis.
- Master Course Functions.
- Administrative Support Functions.
  - Word Processing.
  - Graphics.
  - Image Scanning.

For additional information, contact the functional commander.

5.4 Versatile Training System

Versatile Training System (VTS) is a training management system which provides a wide range of support for the administration of day-to-day training functions. Major functions include personnel management, course/class management, maintenance of training records and statistics, student testing and resource, and technical publications management. VTS program management is under the cognizance of the submarine training community. ADP system management and central design agency functions are provided by NETPMSA.

- Personnel Subsystem provides the staff and student data base critical to functions supported in the other subsystems and provides for such things as a command locator, staff and student rosters, GMT tracking, physical tracking, etc.
- Training Subsystem provides quota management, tracking capabilities, and various student control functions such as NITRAS, SMF, and TSF reporting.
- Master Course Subsystem maintains the course catalog and supports master course training schedules, class schedules, and resource scheduling.

- Test and Evaluation Subsystem supports test item maintenance, test generation, test scoring, student record keeping, and test item analysis.

- Resource Management Subsystem maintains an inventory of technical publications, manages changes to the publications and associated distributions and inventories, and tracks TTE.

- Query Subsystem provides ad hoc reporting capability for data related to the other subsystems.

- Utility Subsystem supports user access.

SECTION 6.0 SECURITY REQUIREMENTS

6.1 Introduction

To support existing training courses, the training manager may be responsible for four different areas of security. These areas, listed below, will be briefly discussed in this chapter. References are cited that provide amplifying information.

- Test Security.
- Automated Data Processing (ADP) Security.
- Classified Material Security.
- Physical Security.

6.2 Test Security

Test security, a long-standing procedure established to eliminate the compromise of testing material, has already been discussed. Refer to Chapter 5.0, Section 2.0 and Appendix C for guidance on testing security.

6.3 ADP Security

ADP security has become an issue at the training activities since the personal computer (PC) has been introduced into use.

Frequently the curriculum materials are revised using PCs. This, while proving to be an effective use of time, may produce problems with the introduction of material into the curriculum that has not been through the approval chain. Refer to Chapter 4.0 for guidance on how to establish a change process. ADP security awareness training is available from the Navy Regional Data Automation Center (NARDAC). OPNAVINST 5239.1 (series) provides an overview of the ADP security program requirements.

OPNAVINST 5510.1(series), Department of the Navy Information and Personnel Security Program Regulation, also contains guidance on ADP security.

SECTION 6.0 SECURITY REQUIREMENTS

6.4 Classified Materials Security

The classified material control program established by OPNAVINST 5510.1 (series) affects only those courses of instruction having classified curriculum material or equipment.

Classified curriculum material custody, handling, marking, reproduction, and destruction are of prime concern to course training managers.

Security reviews by the activity can be accomplished using the Security Inspection Checklist contained in OPNAVINST 5510.1 (series).

6.5 Physical Security

Physical security requirements are established and outlined in *OPNAVINST 5530.14 (series), Physical Security and Loss Prevention.*

SECTION 7.0 SAFETY REQUIREMENTS

Safety and safety training are both integral parts of the training activity's mission for quality training. A safe environment must be maintained, both within the courses and around the command. The staff and students both must make safety a part of their lives; therefore, training is a must. Safety requirements change rapidly. Because of this dynamic nature, detailed guidance in this manual will not be provided. Training managers should be completely familiar with the following instructions:

OPNAVINST 5102.1 (series), Mishap Reporting and Investigations — Contains the procedures/responsibilities for conducting investigations, reporting mishaps, documenting cases, and retention of mishap reports.

CNETINST 1500.20 (series), Safety Procedures for Conducting Training — Promulgates the policy and procedures for Drop on Request (DOR), Training Time Out (TTO), Safety Standdowns, and Pre-Mishap Plans.

A list of high-risk and voluntary high-risk courses is included in Enclosure (1) of the CNETINST 1500.20 (series). The responsibilities for the CCA and CCMM are also included.

Training managers will use the format contained in CNETINST 1500.20 (series) for reporting training injuries and illnesses. This format may also be used for the quarterly consolidated summary report for illnesses and injuries.

Training safety reviews of high-risk courses are conducted on a scheduled basis by TPEB. Training is evaluated during normal class hours using normal equipment configuration of technical training equipment (TTE). Training records and curriculum documentation are reviewed. Upon completion, a detailed outbrief and discussion of the evaluation is given to the commanding officer. A copy of the evaluation is also provided.

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

Safety is an ever present concern of everyone. Many of the responsibilities and guidelines for ensuring a safe training environment are integrated throughout this manual while the policy is contained is other instructions. The matrix that follows uses the information contained in both the NAVEDTRA 135 and CNETINST 1500.20 (series). In some cases both references will be cited.

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Ensure safety requirements identified in OPNAVINSTs 5100.23 and 5100.19, PQS, technical manuals, NATOPS manuals, and all other sources of documentation are included in the curricula.	Functional CCA	1500.20
Standardize curricula, including safety, when courses are taught at more than one site.	CCA	1500.20
Recommend changes to the list of high risk courses as required.	CCA	1500.20
Analyze formal training mishap statistics for all training courses, and modify curricula as needed based on the results.	CCA CCMM	1500.20
Approve Core Unique Instructor Training Programs.	CCA	1-1-7
Ensure Drop on Request (DOR) procedures are included in all high-risk voluntary courses, and that DOR is properly explained prior to training.	CCMM	1500.20
Include Training Time Out (TTO) procedures in all high-risk course curricula and ensure the procedures are properly explained prior to each high-risk evolution.	CCMM	1500.20
Standardize TTO procedures to conform with fleet indicators of distress where feasible.	CCMM	1500.20

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Include in curricula, lessons learned and safety precautions as determined by safety directives and prior mishap experience.	CCMM	1500.20
Identify course prerequisites that qualify the candidate for training and reflect physical, academic, and performance standards.	CCMM	1500.20
Delete all high-risk training exercises determined to be non-essential for attainment of course objectives or for graduation.	CCMM	1500.20
Report all training-related mishaps/injuries, as per OPNAV 5100.23, and forward copies of the OPNAV Safety Report to TPEB.	CO	1500.20 1-1-8
Develop Core Unique Instructor Training.	CCMM	1-1-7
Distribute Core Unique Instructor Training materials to participating sites.	CCMM	1-1-7
Personal involvement in actual training conducted to a level necessary to ensure safety standards are in place and functional.	CO	1500.20
Conduct safety standdowns at least annually.	CO Medical personnel	1500.20
Ensure all students are briefed on DOR provisions for students attending high-risk voluntary courses.	CO Course Supervisor	1500.20
Ensure all students attending high-risk courses are briefed on TTO procedures.	CO Course Supervisor	1500.20
Designate a high-risk safety officer.	CO	1500.20 2-2-8

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Investigate all training-related first aid, medical treatment, and lost time injuries. Ensure each is properly documented.	CO Safety Officer	1500.20
Conduct periodic inspections of training equipment and facilities.	CO	1500.20
Maintain and analyze reports of training-related mishaps/injuries.	CO	1500.20
Develop Site Augment Plan for high-risk courses with unique training situations. Submit negative report as required.	Participating Activity	1-1-8
Ensure all instructors and supervisory personnel assigned to high-risk training course are appropriately screened prior to assuming their duties.	CO	1500.20 2-3-2 2-4-3
Ensure all students and instructional personnel receive safety indoctrination training relative to the course, prior to the start of training.	CO Training Department CISO	1500.20 2-2-6 2-2-8
Ensure a sufficient number of high-risk instructional personnel successfully complete CPR qualification and maintain qualification while assigned to high-risk instructional duties.	CO Training Department	1500.20 OPNAV 5100.23
Ensure student physical qualifications are completed prior to beginning training.	CO	1500.20
Establish procedures to ensure changes in student medical status are reported to instructional personnel with an indication of student's ability to perform the duties assigned.	CO	1500.20
Ensure instructors in high-risk courses are informed if a student's setback is due to medical problems that could cause future problems.	Training Department	1500.20

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Be familiar with the objectives and evolutions of high-risk course.	High-Risk Safety Officer	1500.20 2-2-9
Conduct quarterly in-service training on safety.	High-Risk Safety Officer	2-2-9
Observe high-risk training and assess compliance with approved training procedures and emergency procedures.	High-Risk Safety Officer	1500.20 2-2-9
Investigate all high-risk training mishaps, near-misses, and injuries.	High-Risk Safety Officer	1500.20 2-2-9
Ensure safety standdowns are scheduled and conducted annually and that results are recorded.	High-Risk Safety Officer	2-2-9 1500.20
Make recommendations to the CO on changes required in the safety program.	High-Risk Safety Officer	2-2-9
Ensure pre-mishap plan is developed and maintained for all high risk courses.	High-Risk Safety Officer	2-2-9
Schedule quarterly walk-through of the pre-mishap plan and make recommendations for improvement as required.	High-Risk Safety Officer	2-2-9
Ensure pre-mishap plan is exercised annually.	High-Risk Safety Officer	2-2-9 1500.20
Review all critiques that address safety issues.	High-Risk Safety Officer	2-2-9
Schedule annual Safety Reviews.	CISO	2-2-7
Support and participate in annual Safety Reviews.	Training Department	2-2-12
Document completion of safety training for instructors.	Course Supervisor	2-8-2

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Summarize safety review results as a TQI input.	CISO Training Department	5-4-3
Forward results of annual safety reviews to functional commander.	CO	5-5-5
Conduct interviews with students requesting DOR.	Training Department	1500.20
Conduct quarterly pre-mishap plan walk-through.	Course Supervisor	1500.20
Ensure safety requirements are included in the curricula.	CISO	2-2-5
Ensure training managers, course managers, instructors, and curriculum managers complete introductory and specialized training that focuses on the identification and awareness of a safe and healthy work environment.	CO	2-1-3
Ensure supervisory personnel complete training to develop the skills needed to manage the NAVOSH program at the work unit level.	CO	2-1-4
Designate person(s) responsible for ensuring that NAVOSH training requirements are carried out.	CO	2-1-3
Establish a preventative maintenance system (PMS) for all training equipment and devices.	CO	1500.20
Analyze student critique information to identify potential safety problems.	CO Course Supervisor	1500.20
Review pre-mishap plan on a monthly basis.	Course Supervisor	1500.20
Ensure newly appointed supervisors receive NAVOSH training within 120 days of the assignment.	CO	2-1-4

SECTION 8.0 SUMMARY OF SAFETY REQUIREMENTS

POLICY/GUIDELINES/PROCEDURES	RESPONSIBILITY	PAGE
Ensure students and non-supervisory support staff receive specialized job-specific safety and health training.	Course supervisor	2-1-4

SECTION 9.0 TECHNICAL TRAINING EQUIPMENT and TRAINING DEVICE CASUALTY REPORT

A Technical Training Equipment and Training Device Casualty Report (CASREP) is submitted by the commanding officer when there is a significant casualty affecting equipment essential for the performance of the course mission.

- The effective utilization and support of NAVEDTRACOM commands require an up-to-date, accurate operational equipment status from each training activity.

- Training managers must be aware of equipment malfunctions that result in the degradation of the command's training mission. If this occurs, the training manager will submit a CASREP to the commanding officer if equipment malfunction or deficiency cannot be corrected within 48 hours. Equipment malfunctions and deficiencies reduce the command's ability to perform its mission, or a significant segment of its mission.

- The CASREP will verify the command's need for technical assistance and/or replacement parts to correct a casualty. Each command should develop procedures to ensure proper coordination. All CASREP actions will be submitted via the supply officer who will ascertain status of outstanding requisitions on a weekly basis and report any changes by CASREP update.

- A CASREP file will be maintained by the course for a calendar year and will be subject to command inspections.

- OPNAV NWP 10-1-10, Chapter 4, specifies operational unit reporting requirements and procedures to be used when reporting significant equipment casualties within the Navy establishment. Functional commanders may provide additional information on CASREP procedures.

SECTION 10.0 INTERSERVICE TRAINING REVIEW ORGANIZATION

10.1 Introduction

Interservice Training Review Organization (ITRO) is a three-tiered organization consisting of the uniformed services (Army, Navy, Marines, and Air Force) established to improve the cost effectiveness of service training consistent with service requirements without impairing the quality of training. The composition of the ITRO is as follows:

- An Executive Board governs the ITRO. CNET is the overall Navy member of this board.
- A Steering Committee, assisted by the Deputy Steering Committee, coordinates the day-to-day activities of the ITRO.
- Standing committees and subcommittees provide expertise to ad hoc study task groups established to determine the feasibility of interservice training initiatives and proposals.
- Specific members of the board and committees are listed in the Interservice Training Review Organizational Directory.

ITRO permits the services to exchange training resources, research data, and training technology in consolidated, collocated, and quota training courses whether they are resident or non-resident.

10.2 ITRO Policy

When a Navy training requirement exists for which no Navy training curriculum exists, existing courses of other services must be considered before the establishment of a new course. The elimination of training duplication and standardization of instruction between services must be strived for. Other services' training capabilities must be considered whenever it becomes necessary to plan for course relocation due to base closures/realignment initiatives.

Training Manager's Responsibilities

- Consider the capabilities of other services when developing plans to satisfy Navy training requirements.

SECTION 10.0 INTERSERVICE TRAINING REVIEW ORGANIZATION

- Coordinate with other services concerned before extensively revising/ discontinuing any training program used by another service to preclude interruption of training.

- Provide Navy representation, when required, to ITRO task groups established to study the feasibility of interservice training courses.

- Forward proposals and recommendations for interservice training studies to CNET for submission to the ITRO Steering Committee.

- For additional information refer to the following:

  - *OPNAVINST 1500.27D, Interservice Education and Training.*

  - *Interservice Training Review Organization Procedures Manual (1985)*

- Once an ITRO course has been established, the policies and procedures used in its management may not always be consistent with the guidance contained in this manual. If a conflict arises between this manual and an ITRO established management policy or procedure, the training manager will forward a request for a waiver to CNET via the chain of command.

SECTION 11.0 SUMMARY

Chapter 6.0 contains a description of guidelines and procedures relevant to support functions necessary within a training command. Many of the procedures are general in nature and should be further developed to address the unique needs of individual commands.

In the pages that follow a matrix has been developed as a means to summarize the information found in Chapter 6.0. The matrix further identifies who is typically responsible for ensuring that the tasks are carried out in accordance with policy. In many cases, the authority may be delegated by the commanding officer; however, the CO is listed as the responsible party on the matrix. Finally, the matrix lists the page or pages where the guidelines, procedures or tasks may be found.

TASKS	RESPONSIBILITY	PAGE
Submit annual class schedules for input in NITRAS.	CCA	6-1-3
Forward MCRF and CANTRAC changes to CCMM.	CO	6-1-5
Submit requests for candidacy to the regional association via the functional commander to CNET.	CO	6-2-1
Submit requests for ACE evaluation of new courses to NETPMSA.	CO	6-3-1
Ensure satisfactory contractor performance for training-related, contractor-furnished services.	COR	6-4-1
Ensure the final product delivered by the contractor is acceptable.	COR	6-4-1
Assist the COR in quality assurance functions for training-related, contractor-furnished services.	Training Manager	6-4-2
Provide oversight responsibilities for instructional services contracts as required by instruction.	Training Manager	6-4-3 6-4-4
Prepare SOW for curriculum development contract/purchase orders.	CO	6-4-8

SECTION 11.0 SUMMARY

TASKS	RESPONSIBILITY	PAGE
Submit CASREP to CO if equipment malfunction or deficiency cannot be corrected within 48 hours.	Training Department	6-9-1
Maintain CASREP files for command inspections.	Course Manager	6-9-1
Coordinate requests for ITRO studies with CNET.	CO	6-10-2
Represent the Navy in ITRO task groups.	Training Manager	6-10-2
Consider the capabilities of other services when developing plans to satisfy Navy training requirements.	Training Manager	6-10-1

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

OFFICER INSTRUCTOR TRAINING

Officers assigned to instruct will complete one of the following formal courses prior to assuming duties as an instructor. The course attended will vary based on the duty assignment. The **Training Path** section provides guidance on the type of course required by duty assignment.

- **Officer Instructor Training, CIN A-5K-1310**

The purpose of this course is to train officers to assume duties as an instructor. Officer Instructor Training is available to officers and civilian personnel. Officer graduates will not receive an NOBC. This course is 12 days in length and is taught at NETC Newport RI and FLETRACEN San Diego, CA.

Training Path

All officer, enlisted, and DoD civilian personnel assigned to instructor duty for officer designated courses, other than Academic Instructor and Flight Instructor, may use this course to meet the requirements for instructor training. This course may also be used to fulfill the formal training requirements for NROTC instructors.

- **Aviation Instructor Training, CIN Q-5K-0101**

The purpose of this course is to indoctrinate and orient personnel for academic instructor duty in the Naval Air Training Command. Graduates do not receive an NOBC. This course is 17 days in length and is taught at NASC, Pensacola, FL.

Training Path

All officer personnel assigned to instruct in academic areas of the Naval Air Training Command will be graduates of this course. This course may also be used to fulfill the formal training requirements for NROTC instructors.

- **Flight Instructor Training, CIN Q-2B-0010**

The purpose of this course is to prepare naval aviators, naval flight officers and selected aviation designated personnel for flight instructor duty. Graduates do not receive an NOBC. Flight Instructor Training is 5 days in length and is taught at NASC, Pensacola.

Training Path

All officer personnel assigned duty as Flight or Flight Simulator Instructors will be graduates of this course.

In addition to the courses listed above, officers may also complete **Instructor Training, A-012-0011** or **NAVLEAD Instructor Training, P-012-0045** depending on the duty assignment.

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

ENLISTED INSTRUCTOR TRAINING

Enlisted personnel assigned to instruct in NAVEDTRACOM courses will complete one of the following formal courses prior to assuming duties as an instructor. In some instances, **Officer Instructor Training, A-5K-1310** may meet the requirements for instructor duty. The type of formal course required will be based on the individual duty assignment.

- **Instructor Training (IT), CIN A-012-0011**

The purpose of this course is to train selected personnel in the techniques and principles of instruction applicable to a shore based training environment. The course is available to Navy and Marine Corps, officer and enlisted personnel, DoD civilian personnel and students of allied nations. Enlisted graduates will receive NEC 9502 upon graduation. Instructor Training is 24 days in length and is taught in numerous locations throughout the NAVEDTRACOM. Consult the CANTRAC for a current listing of locations.

Training Path

All enlisted instructors assigned to teach group-paced, shore-based, NAVEDTRACOM courses will be graduates of the Instructor Training Course. Personnel assigned to instruct in Instructor Training are also required to be graduates of the course. This course may also be used to fulfill formal training requirements for NROTC instructors.

- **Shipboard Instructor Training, CIN A-012-0023**

The purpose of this course is to indoctrinate fleet personnel to perform as instructors in Naval units afloat. The course is available to Navy officer and enlisted personnel and DoD civilian personnel involved in shipboard training. This course does not award an NEC. It is 5 days in length and is taught in numerous locations throughout the NAVEDTRACOM. Consult the CANTRAC for a current listing of locations.

Training Path

It is recommended that all personnel, both officer, enlisted or DoD civilian personnel assigned to shipboard training attend this course.

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

- **Military Training Instructor, CIN A-012-0047**

The purpose of this course is to provide enlisted personnel (E5-E9) with the knowledge and skills necessary to function as military training instructors, instructors and/or counselors in NAVEDTRACOM shore based training commands. Military Training Instructor course does not award an NEC. The course is 12 days in length and is taught in numerous locations throughout the NAVEDTRACOM. Consult the CANTRAC for a listing of locations.

Training Path

All enlisted personnel assigned as Military Training Instructors will be graduates of both the Instructor Training and the Military Training Instructor Course.

- **Recruit Company Commanders Course, CIN A-012-0037**

The purpose of this course is to train enlisted personnel (E5-E9) to undertake basic military training for a company of naval recruits. Graduates will receive NEC 9508. Recruit Company Commanders Course is 33 days in length and is taught at the Recruit Training Command (RTC).

Training Path

All enlisted personnel assigned as RTC Company Commanders will be graduates of both the Instructor Training and Recruit Company Commanders Course.

- **Rescue Swimmer Instructor Course, CIN Q-050-0601**

The purpose of this course is to train enlisted personnel to instruct in the Rescue Swimmer Course. No NEC is awarded. Course is taught at NASC Pensacola.

Training Path

All enlisted personnel assigned as Rescue Swimmer School Instructors will be graduates of both the Instructor Training (NEC 9502) and Rescue Swimmer Instructor Course.

- **Navy Leadership (NAVLEAD) Instructor Training, CIN P-012-0045**

The purpose is to train officers (W1-06)/enlisted (E5-E9) personnel in the skills/knowledge needed to serve as NAVLEAD instructors. Enlisted graduates will receive NEC 9518. Officer graduates will receive NOBC 3320. NAVLEAD Instructor training is 5 weeks in length and is taught as NAVAL LEADER TRAINING UNIT, Little Creek.

Training Path

All personnel, both officer and enlisted, who are assigned as NAVLEAD instructors will be graduates of the NAVLEAD IT course.

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

CIVILIAN INSTRUCTOR PERSONNEL

DoD civilian personnel assigned to instruct in NAVEDTRACOM courses must meet the requirements of the civil service position. In addition to these requirements, they should attend one of the above courses depending on the type of training being conducted.

CURRICULUM DEVELOPER (CD)/CURRICULUM DEVELOPMENT EXPERT (CDE)

- **Curriculum Developers Course, CIN A-012-0051**

  The purpose of this course is to provide personnel with the knowledge/skills required to design/develop training materials using the PPP/TPS approach to curriculum development. This course does not award an NEC. It is 12 days in length and is taught at numerous locations. Consult the CANTRAC for a listing of locations.

  Training Path

  Prerequisites include an **Instructor Training course**. Course is recommended for personnel working with equipment based curriculum.

- **Curriculum Developers Course, CIN A-012-0052**

The purpose of this course is to provide personnel with the knowledge/skills required to design/develop training materials using the task based approach to curriculum development. This course does not award an NEC. It is 10 days in length and is taught at numerous locations. Consult the CANTRAC for a listing of locations.

Training Path

Prerequisites include an **Instructor Training course**. Course is recommended for personnel working with task based curriculum.

APPENDIX A

FORMAL TRAINING COURSE TITLES, DESCRIPTIONS, AND TRAINING PATHS FOR INSTRUCTORS

SUBJECT MATTER EXPERT (SME)

There are no formal training requirements for SMEs. They are required however, to be technically proficient in their field.

COURSE MANAGER

There are no formal courses designed specifically for the course manager. If the course manager is involved directly with the supervision and evaluation of instructors, i.e., course supervisors, lead instructors, unit/phase supervisor or instructor evaluators, the course manager will however, complete the instructor training course appropriate to the field of instruction.

TRAINING MANAGER

There are no formal courses designed specifically for the training manager. There are however, several formal courses that are recommended for the military and civilian training manager. These courses should be attended, if appropriate for the duty assignment, and may be taken at any time or location convenient to the command.

- **Instructor Training, A-012-0011 or any instructor training course**
- **Curriculum Developers Course, A-012-0051 and/or A-012-0052**
- **Nonresident Training Course for Training Managers**

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

PREREQUISITES

Prerequisites are any requirements the student must have completed prior to attending the training. While many of the items listed below may have little or no impact on academic attrition, they may have a great deal to do with non-academic attrition. Because attrition must be analyzed as total attrition, not academic and non-academic, all the factors will be analyzed.

- **Physical (e.g., PFT)**
  - What are the physical requirements?
  - What requirements are not being met?
  - Should the prerequisites be adhered to or changed?
- **Prior Training/Education**
  - What are the requirements?
  - Are these requirements being met?
- **Security Clearance**
  - Is a clearance required?
  - Is the requirement being met?
- **Mental (ASVAB, AFQT, reading level, etc.)**
  - What is the minimum requirement?
  - Is the requirement being met?
  - Are waivers being granted?
  - Is there evidence that the waivers are affecting performance?
  - Does the minimum requirement reflect the abilities required?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

- **Screening**
  - Are students being screened as per the transfer manual?
  - Are "comply with" items being met?
  - Are there any skills or abilities not used that may impact attrition?
- **Medical**
  - What are the medical requirements?
  - What requirements are not being met?
  - What percentage of attrites are due to medical problems?
- **Prerequisite Requirements**
  - Are all prerequisite requirements accurately and consistently documented? (e.g., NITRAS, CANTRAC, Recruiting Manual, Transfer Manual, NAVMILPERCOMINST 1236.1)
  - Is the command formally notifying commands when they are not complying with the above?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

CURRICULUM

A review of the curriculum includes all training materials, Formal Course Reviews, and specific points in the curriculum that cause the students difficulties.

- **Status of the curriculum**
  - Approved?
  - Undergoing validation/pilot/revision?
- **Instructor Guide/Lesson Plan**
  - Is the sequence of material correct? Is there a logical flow from one point to the next?
  - Does the material support the learning objectives?
  - Is the material current and accurate?
  - What is the date of the latest revision?
  - Does the material contain adequate personalization? Is the personalization approved?
  - Does the material contain activities that ensure adequate time for drill and practice?
- **Trainee/Student Guide (TG/SG)**
  - Are the SG/TGs easy to read? Are the graphics clear? Are the sentences clear? Is the format easy to follow?
  - Does the reading level reflect that of the student? Is the content adequate? For example, is there enough information, too little, or too much?
  - Are the SG/TGs current and accurate?
  - Are they used by the students?

- Are there adequate provisions for note taking?
- Are there assignment sheets that evaluate learning and support the objectives?

- **Formal Course Reviews (FCRs)**
  - Are the FCRs being used to improve training?
  - Have all the previous discrepancies been corrected?

- **Attrition/Setback Points**

To identify these points:

- Determine the unit/part of the curriculum in which most students are attrited/setback.
- Determine the tests on which several students fail or are unsuccessful on the first attempt.
- Determine the areas within the tests (objectives, topics, content areas, etc.) with which students experience the greatest degree of difficulty.

After these areas have been identified, consider the following:

- Does the course require skill training to master the subject and is it adequate?
- Have these areas been revised recently?
- Can the instructors, students, managers, etc., identify a reason(s) for poor student performance in these areas?
- Is additional drill and practice time needed for these areas?
- Is the time allocation optimum for each topic?
- If not, can time be reallocated from the less difficult to the more difficult topics?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

- **Visual Information (VI)**
  - Is the VI adequate to promote understanding of the objectives?
- **Technical Documentation**
  - Is the technical documentation adequate?
  - Are the manuals worn, hard to use, out-of-date?
  - Are maintenance requirement cards up-to-date? Do they match the Technical Training Equipment (TTE)?
  - What is the reading level of the technical manuals? Is it consistent with the ability of the students?
  - If there are problems with technical documentation, has the appropriate systems command been notified?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

TESTING

The area of testing must be reviewed to ensure that the tests actually measure student performance against the objectives.

- **Testing Program**
  - Is there an approved Testing Plan?
  - Is the testing being conducted as per the Testing Plan?
  - Are tests given too frequently or too quickly after the material has been presented?
  - Are tests not given often enough?
  - When are tests scheduled? Does the time of day or the day of the week appear to contribute to attrition/setback?
  - Are test items keyed to the objectives/PPP items they measure?
  - Is pretesting used to determine the entry-level knowledge and skills of the students?
- **Testing in High Attrition Areas**
  - Do the test items clearly measure the achievement of the objectives?
  - Do they meet good test item construction guidelines?
  - Is item analysis conducted? Is data recorded and reviewed to identify test items which may require revision or items that identify a trend?
  - What methods are used to identify students with problems before a test is failed? (quizzes, homework, etc.)

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

ACADEMIC SETBACKS

Review the academic setback records for a designated time period. Consider the following:

- Is there an approved setback policy for the course?
- Is the setback being used as directed?
- Where are the majority of the setbacks occurring?
- What is the average number of times a student is setback in the course?
- What is the average length of the setback?
- What percentage of students who are setback eventually graduate?
- Is there any evidence that the setback enhances the success rate?
- Can a setback point be identified where attrition is more cost effective?
- What is the percentage of continued with class (CWC) with remediation?
- Are all forms of remediation exhausted prior to setback?
- What is the average time to train a student, including setbacks?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

EQUIPMENT

- **Equipment Failure**
  - Are there problems with equipment which result in downtime and reduce practical training time? What are the causes of the equipment failure? Can these be prevented from recurring?
- **Equipment Adequacy**
  - Is there an adequate amount of TSE/TTE for practical training?
  - Are the objectives being measured?
  - Are there bottlenecks in the master schedule? If there are bottlenecks, how do students use their time while waiting to go to the lab? Is the equipment available for remediation?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

FACILITIES

- **Training**
  - Does the physical proximity of dining, berthing and school building impact the student's day?
  - Are environmental conditions a problem? Are the classrooms furnished in a way to enhance learning?
- **Berthing**
  - Is the living space and study space adequate?
  - Are quiet hours enforced for study time?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

INSTRUCTORS

Instructors are vital to the training process. It is extremely important that all instructors meet all training requirements for an instructor.

- **Screening**
  - Are instructor records screened as per the Transfer Manual?
- **Certification**
  - Are all instructors graduates of the formal instructor training course?
  - Is there an approved certification program for instructors?
  - Is the certification specific enough to identify required instructor skills in areas with high attrition/setback?
  - Is certification conducted as per guidelines?
- **Evaluation**
  - Are instructor evaluations conducted as per requirements?
  - Are special instructor evaluations conducted on topics with high attrition/setback rates?
  - What steps have been taken to identify instructor deficiencies? How have they been corrected?
- **In-service Training**
  - Is there a formal in-service training program?
  - Is the training responsive to the needs identified by the instructor/departments?
  - Does it focus on areas identified by the instructor evaluation program?

APPENDIX B

ATTRITION/SETBACK ANALYSIS CHECKLIST

- **Instructor Critiques**
  - Is there a formal method of collecting feedback from the instructors?
- **Instructor Utilization**
  - Are divisional tasks periodically reviewed so that the main mission (instructing) receives its proper share of instructors (quantity and quality)?
  - Do all personnel assigned to instructor billets teach?
  - Is the rotational strategy of the staff designed to minimize burnout and maximize performance?
  - Do the Manpower Authorization documents properly reflect the skills and experience required of the instructors?
- **General**
  - Is trend analysis of test data conducted in such a manner that tests can be related to instructors for problem area justification?
  - Are profiles of instructors in high attrition/setback areas available for analysis?
  - Do instructors having difficulty teaching a subject have an opportunity to observe more experienced/proficient instructors teaching it?

STUDENT MANAGEMENT

How the staff interacts with the student, both inside the classroom and out, is another key element in quality training. Review the following programs to ensure effectiveness per this manual.

- **Counseling Program**
  - Are the counseling procedures, practices and training of personnel adequate for the academic and non-academic counseling program?
  - Are records reviewed for possible trends in why attrition is occurring, for recurring student problems, etc.?
- **Academic Review Boards (ARBs)**
  - Are the ARBs conducted per applicable guidelines?
  - Are records reviewed to identify possible trends?
  - If so, what action has been taken?
- **Retesting**
  - When are students required to retest on a complete exam?
  - Are students allowed to retest only on the failed objectives?
  - Is retesting of failed critical objectives conducted?
  - When are the retests administered?
  - Is oral retesting being used?
- **Remediation**
  - Is a remediation program in place and effective?
  - Does the program provide specific guidance for voluntary and mandatory remediation?

- Are students given remediation in a timely manner?
- Does the program clearly identify the type of remediation to be used in different situations? (written/oral remediation assignments, peer tutoring, etc.)
- Are remediation materials appropriate, adequate, and available?
- Is there a standardized, formalized remediation program for areas with high attrition/setbacks?
- How effective is this portion of the remediation program?
- How can the complete remediation program be improved?
- Are the right students involved in remediation?
- Is remediation staffed with instructors certified in the subject matter?
- Is the instructor/student ratio optimum for these areas?
- Are there options for ratios not considered optimum?
- Are the spaces provided for remediation adequate?

■ **School Day**

- Does the total length of the student day allow adequate time for academic and non-academic requirements?
- Are interruptions to training kept to a minimum? (i.e., dental, medical)
- Are students encouraged to develop good study habits and exercise self discipline?

■ **"A" School Military Training**

- Do the company commanders, instructors, and staff provide positive military role models to increase motivation?

- Do the company commanders and instructors work together as a team?
- Does the curriculum enhance a positive attitude toward the school and the Navy?

- **Student Critique Program**
  - Are student critiques administered and data collected per the guidelines?
  - Are critiques routed through the chain-of-command?
  - Are critiques completed in a timely manner?
  - Are critiques completed at intervals in long courses?
  - Are the critiques specific enough to identify instructor and course strengths and weaknesses?
  - Is the data collected, analyzed, and used to improve training?
  - If so, what action has been taken?
  - Are all students (attrites and graduates) completing critiques?

COMMAND CLIMATE

The emphasis is not only on academic conditions but also on those areas outside the classroom that may impact the student's ability for success.

- **Orientation Program**
  - Does the command provide the student with information needed while stationed at the command (i.e., chain-of-command, base rules)?
  - Does the course provide an indoctrination program for incoming students?
- **Quality of Life Programs**
  - Are quality of life critiques completed by all students (graduates and attrites)?
  - Are the critiques reviewed and analyzed, and is action taken to correct the problems?
  - Are quality of life critiques routed through the chain as directed?
  - Are the recreational and personal needs of the students provided for? Are the base facilities providing adequate support for the students?
  - Do appropriate levels of training managers periodically visit the BEQs, galley, medical, etc.?
  - Does the command leadership, at all levels, promote in the students a positive attitude toward the school and the Navy?

APPENDIX C

TESTING PROGRAMS

APPENDIX C

TESTING PROGRAMS

Introduction

To ensure students meet the requirements of the course objectives in the most efficient and effective manner, it is necessary to have both quality remediation programs and testing programs. The guidelines that follow should be used in conjunction with the information in Chapters 3.0 and 5.0. The contents of this appendix include a discussion of testing procedures, remediation programs, and test/test item analysis procedures.

Methods of Testing

There are two methods of testing in the NAVEDTRACOM: performance and knowledge tests.

Performance tests are sample work situations in which the students demonstrate the ability to complete a task or job.

- The goal of many courses in the NAVEDTRACOM is to train the students to perform a skill. Because of this goal, performance testing may constitute a significant portion of the testing conducted in a course.
- Courses with skill objectives measure the student's accomplishment of the objectives either through practical work or performance testing. Performance tests are graded with checklists or rating scales developed after the performance tests are prepared.
- NAVEDTRA 130 and 131 contain guidance on how to develop performance tests, checklists and rating scales.

Knowledge tests are used to measure a student's ability to recognize, recall, comprehend, apply facts or interpret concepts.

- Knowledge tests have importance in technical training courses because they measure a student's ability to understand knowledge in support of the performance of a skill.
- Knowledge tests should be designed during the development/ revision process and are used to measure the student's ability to perform the objective.

APPENDIX C

TESTING PROGRAMS

Types of Tests

A **pretest** may be used in one of the following situations:

- During the pilot class, a knowledge pretest may be administered at the beginning of the course of instruction and again at the end of the instruction. A comparison of the results of the two tests helps the activity determine the effectiveness of the instruction.

- Pretests may be used to determine if a student has the knowledge or skill for acceleration. The pretest is similar to the existing test and is designed to measure mastery of the learning objectives.

- Pretests may be used to determine the need for remediation of a student prior to class convening. This type of pretesting should measure the prerequisite knowledge and skills necessary to meet entry level requirements.

A **progress test** may be either knowledge or performance.

- This type of test is administered at some point in the course, unit, topic, etc.; and the results are used to determine how the student is progressing toward the accomplishment of the objectives.

- A progress test should not cover more than 40-50 periods of instructional material.

A **comprehensive test** is given at the end of the instruction or after large blocks of material to measure mastery of the critical objectives in the course or to measure retention of previously tested material. It may be either a **performance** or **knowledge test**. There are two different types of comprehensive tests: within-course and final comprehensive tests.

- **Within-course comprehensive tests** are administered for longer courses when it would not be practical to administer one final test.

- **Final course comprehensive tests** are given at the end of the course and measure mastery of the critical objectives.

A **quiz** is a short test used by the instructor to measure achievement of material recently taught.

- The quiz may be given as often as desired and may or may not be a formal part of the grading system.

- If used to determine a part of the student's grade, then quizzes and testing procedures must be standardized. If not, the instructor may prepare and administer the quiz within the guidelines of the course and activity.

- The quiz is not normally retested. If it is used for grading purposes, it should be considered a part of the practical work grade.

An **oral test** is normally given when job performance in the fleet requires verbal demonstration of a skill.

- The oral test is given by a board of examiners. The procedures and test items will be consistent for all students.

- Test items used for oral tests must be validated and approved prior to their use.

Grading Systems

The purpose of a grading system is to communicate whether the student has successfully completed the objectives and, in some instances, how well the student has achieved the objectives. There are two grading systems used in NAVEDTRACOM: satisfactory/unsatisfactory grading and numerical grading.

- **Satisfactory/Unsatisfactory Grading Systems** — SAT/UNSAT grading systems are normally used when the performance is either accomplished or not accomplished with no varying degrees of performance. For example, an Aviation Ordnanceman either loads the bomb on the aircraft successfully or unsuccessfully; there is no marginal or outstanding performance. When this type of system is used, the course manager is required to develop grading criteria for the course; i.e., what constitutes satisfactory/unsatisfactory performance and in some cases, establish a method of ranking all the graduates. The requirements for this type of grading system are identical to those using the numerical method with the exception of translating a raw score to a grade.

- **Grading Scale** — The use of a grading scale applies only to courses using the numerical grading system. It is designed to provide a uniform understanding of the grades a student is assigned. This scale applies to both knowledge and performance testing. These grades do **not** represent a percentage rather a placement on the scale. The following is the interpretation of the scale:

  90-100 Indicates **superior** understanding. Graduates in this category are able to perform quickly and efficiently with little or no supervision.

  80-89 Indicates **above average** understanding. Graduates are able to perform efficiently with little supervision.

  70-79 Indicates **average** understanding. Graduates complete assignments with minor errors. Supervision is required.

  63-69 Indicates **minimum** understanding. Additional instruction is normally required along with increased supervision.

  0-62 Indicates **inferior** understanding. Students are unable to meet standards.

- **Minimum Passing Grade for a Course** — The grading scale is used as a guideline when determining the minimum passing grade for a course. It should reflect the minimum acceptable understanding/performance required of the graduate to perform the job in the fleet or follow-on training. The minimum passing grade for a course is determined by the CCMM and approved in the testing plan.

- **Minimum Passing Grade for a Knowledge Test** — While the minimum passing grade for the course is based on the grading scale, the minimum passing grade for a test is determined by a panel of SMEs and is established after the test is designed, and the test items are developed. The SMEs that determine the minimum passing grade for a test should be different from the SMEs that prepared the test design and developed the test items.

  - The curriculum developer is responsible for test design and test item development which occur during the development/ revision project.

- To determine what is minimum passing on a test, the SMEs decide which test items must be answered correctly to indicate minimum acceptable performance by the student. This number is called the minimum passing raw score.

- The minimum passing raw score will vary based on the content of the material. For example, material that is most critical may have a higher raw score than less critical material.

■ **Translation of the Raw Score on a Knowledge Test to a Grade**

- **Step One** – Determine the raw score for the minimum acceptable performance on a test. The minimum is always equal to 63 (the minimum passing grade on the scale).

- **Step Two** – Calculate the grade equivalents for the remaining scores above 63. For example, you have determined that the raw score for the minimum acceptable performance on a test is 30 of the 50 items.

  — Subtract the minimum grade from 100.

  100 - 63 = 37.

  — Subtract the minimum raw score from the total items.

  50 - 30 = 20

  — Divide the remainder of the grade points by the number of items above the raw score.

  37 ÷ 20 = 1.85

  — Add 1.85 to all grades above 63.

Grade	Raw Score
63	30
64.9	31
66.7	32
68.6	33
70.4	34

- **Step Three**. Calculate the grades for scores below 63.

  — Divide the minimum passing grade by the minimum raw score.

  63 ÷ 30 = 2.1

  — Subtract 2.1, starting with 63, for each raw score below 30.

Grade	Raw Score
60.9	29
58.8	28
56.7	27
54.6	26
52.5	25

- If the minimum passing grade for a course is established at a grade higher than the minimum, such as 70, the minimum acceptable grade must still be determined first by the SMEs and then the grade translated up to 70.

  - In this instance, the student may perform at the minimum acceptable level but not pass the test because the subject matter, the level of training required in follow-on training or safety requires the graduate to perform at a higher standard.

  - In the above example, the student would be required to answer 34 items correctly to pass the test which would be four items above the minimum.

- Many computer grading systems are available to do these computations. For additional information on computer support systems, refer to Chapter 6.0, Section 6.0.

- **Minimum Passing Grade for Performance Tests**

  - The minimum passing grade for performance tests is determined very much like the knowledge tests. The curriculum developer prepares the grading criteria at the time the performance test is developed. If a numerical grading system is used, maximum point values should be assigned for each task on the job sheet. Total of the maximum points normally equals 100.

- To determine the minimum passing grade, SMEs should review the job sheet, evaluation instrument, and grading criteria to identify the minimum acceptable performance, expressed as a number, for each task. The total of these point values represents the minimum passing grade for the test. It is not necessary to determine a raw score and then translate to a grade as with knowledge testing.

- If the grading system is SAT/UNSAT, minimum acceptable performance must still be determined. For example, a performance test has seven tasks graded SAT/UNSAT. How many of these steps must be completed for minimum acceptable performance?

- Care must be taken when using SAT/UNSAT grades for performance tests if numerical grades are assigned to knowledge tests. If this occurs, the student's grade for the course may be based solely on knowledge. This may not provide a realistic picture of the graduate.

- **Practical Work** — Practical work grades are grades derived from day-to-day assignments. Practical work may be in the form of labs, homework assignments and/or in-class assignments. While practical work grades may be used in calculating the student's grade, they are normally limited to 10% of the overall course grade.

Knowledge Test Item Bank

The master test item bank contains all the test items approved for use in the course and is maintained by the CCMM. Test items will be written in accordance with NAVEDTRA 130 and 131. Test item banks should be reviewed during formal course reviews. Test item banks may be maintained in the form of test item cards, copies of versions of a test, or computer-stored test items. Test items in the bank normally contain:

- The number of the objective the test item supports.

- The learning level of the test item. (Refer to NAVEDTRA 130 and 131 for discussion of the different learning levels.)

- The location of the supporting material in the curriculum.

- Test item analysis data.
- The number of the test on which the item is located.

The number of items contained in the test bank are based on the objectives and the need for additional test versions. SMEs should evaluate the objectives and determine the number of items required to ensure the measurement of acceptable student performance. The criticality or importance of the objectives to overall performance, the complexity of the material or the amount of time devoted to the teaching of the objectives may be factors to consider when determining the number of required test items.

Test Security

Test materials must be accounted for at all times. Test materials include test item banks; copies of the tests; scoring keys; computers containing testing materials and any diagram, formula sheet, etc., used by the student when taking a test. Test materials may be controlled in the following manner:

- Test materials should be stored in a locked container in an area accessible to staff personnel only. When test materials are removed, a check-in and check-out system should be maintained. An accurate, ongoing inventory system of all tests should be maintained.
- Test materials maintained in word processing centers on tapes or disks and those in draft stages should be secured in the same manner as finalized tests. A computer having test items stored on a hard disk drive should be in an area accessible to staff only.
- Tests are normally unclassified but are to be handled in an accountable manner. If the test contains classified materials, the test will be classified and the material handled in accordance with the applicable security classification.
- Performance tests and materials should be controlled **only** when they contain information that could cause a test compromise.
- When mailing testing materials, a record of receipts, OPNAV Form 5511/10, S/N 0107-LF-055-1151, will be included. The receiving activity will sign and return the form to the sender.

Test Administration and Review

Written guidelines are developed for the administration of both performance and knowledge tests. The written guidelines are in the form of test administrator's guides. NAVEDTRA 130 and 131 contain specific guidelines on the content and use of an administrator's guide.

- During the administration of the test, precautions should be taken to minimize the possibility of test compromise.

- After the test has been given and graded, the test is reviewed. The review is necessary to correct any misconceptions or errors the students may have. The following guidelines apply:

  - After the test is graded, review the test in general with the class. This is normally accomplished by reviewing the most frequently missed test items with the class as a whole.

  - When only one or two students miss an item, this item may be reviewed in class or individually depending on the situation and time available.

  - Since it is important that the student not make the same mistake again, all missed test items should be reviewed.

- During the review, precautions must again be taken to minimize the possibility of test compromise. The following are examples of methods to prevent test compromise:

  - Review the missed test items without discussing the items or the answers verbatim.

  - Use computer-generated testing. When new tests are generated each time, the test may be reviewed verbatim. This may not be practical for courses with large student input due to the volume of printed material required.

- Develop alternate versions of a test. Alternate versions of a test will follow the original test design. Using several versions of a test requires the course to have a larger test item bank. The rule of thumb for determining if an adequate number of test versions is available is to have enough versions to prevent two classes that are on board at the same time from being administered the same test version.

Remediation Programs

Regardless of the effectiveness of the testing program or the review process, there are times when a student needs to be remediated on material in order to accomplish the objective. Remediation is normally accomplished through mandatory and voluntary remediation programs.

Mandatory Remediation

Mandatory remediation may occur when a student:

- Is recommended by the instructor as a result of a performance counseling session. In this case, it is the course supervisor's responsibility to make the final decision as to whether mandatory remediation is assigned.
- Is recommended as a result of an ARB action.
- Exhibits poor performance on tests, homework or any other assignments.
- Fails to achieve the minimum passing grade on a progress or within-course comprehensive test.
- Fails a critical objective. This remediation should take place even though a student has passed the test.

While mandatory remediation may occur in any and all of the above situations, each situation may require different methods of remediation. For example, the time spent, instructor involvement, location of remediation, and structure of remediation may all vary based on the type of failure, i.e., test failure or objective failure.

APPENDIX C

TESTING PROGRAMS

When a test **is failed**, students may receive remediation on the entire test or the part of the test failed. Remediation should be formal and structured for a test failure.

- Formal/structured remediation refers to written guidelines for the student on specific areas to study. Quizzes may be administered and instructors should evaluate student performance. Grades on the quizzes should be recorded in the student's record.

- A formal structured remediation program requires direct supervision and active involvement by the remedial instructors.

When the **test is passed**, but an **objective is failed**, the following points should be considered:

- If the objective failed is a critical objective, remediation may need to be formal/structured.

- If the student clearly does not understand the objective, remediation may need to be formal. An indication of a lack of understanding is the number of missed items.

- If the objective is not critical or the student misses the objective by a small margin, then remediation may be accomplished one-on-one by the instructor. The student may also be allowed to complete some additional assignment individually in a non-structured environment.

Every effort should be made to conduct mandatory remediation outside the normal training day. If this is not possible, the situation should be described in the course testing plan under remediation procedures.

Voluntary Remediation

A voluntary remediation program provides assistance for the students who seek additional help on their own. Students must be encouraged to ask for assistance anytime they are confused about the material. If the student volunteers for remediation, it may be necessary to separate the voluntary group from the mandatory group. Students in voluntary remediation may take up a lot of the instructor's time. This may discourage students with more severe problems from seeking instructor assistance. The important issue is to provide whatever assistance the student needs to understand the material.

Methods of Remediation

Because students and situations are unique, instructors may use one of several different methods to remediate students. The following are examples of different remediation methods:

- Written self-study remediation packages.
  - They may contain additional problems, readings or assignment questions that the student answers during an after hours program.
  - The after hours program may be conducted in a remedial night school environment or in another area depending on the type of remediation required.
  - Remedial materials should be developed for areas that have historically exhibited a high failure rate.
- Mini lectures developed/taught to a small group of students.
  - These lectures are for areas of the course with high failure rates. Certified instructors will present the lectures.
  - Lectures may also be videotaped for use by the student during remediation. These should be cataloged so the student can find the specific area needed for remediation.
- Quiet study as a nonstructured type of remediation.
  - This is best suited for a student with good study habits who has little difficulty in attaining the objectives.
  - Normally this student is capable of self-directed study and will need little help from the instructor.
- Remediation for a student whose unit/course average or test grade falls below a predetermined grade.
  - This method helps to identify students with potential problems before they experience a failure.

- These students should be placed in a less structured and less formal remediation environment than those assigned mandatory remediation due to test/objective failure. Once a student shows improvement, the requirement to attend night study should be lifted.

- Computer assisted remediation

  - Where available, computers may be used to provide additional instruction and/or practice. Computers do not replace an instructor in the remediation process. Instructors must be available to make decisions on what materials should be used for the remediation and to clarify/augment the computer delivered remediation.

Test and Test Item Analysis

Test items and tests are prepared during development/revision of curriculum. During this time they are reviewed for content validity but in order to determine if they have statistical validity, test and test item analysis techniques are needed. The techniques used for analyzing test items include difficulty index, index of discriminating power, and effectiveness of alternatives. Each will be discussed in the paragraphs that follow.

Procedures for Analyzing Test Items

While test item analysis procedures may vary between courses, the following general guidelines apply.

- Analyses are conducted from student answer sheets. The recommended sample size is 100. Smaller sample sizes may be used, but the data is not as reliable as the larger numbers. When 100 answer sheets have been collected, conduct the analysis manually or with computer assistance.

- It is important to record the dates the items are analyzed and to keep track of the performance of the test item over time. This information may be maintained manually on the test item bank or automatically with some computer programs. Historical data is used to study trends in order to make decisions about test items over time. For example:

  - If the difficulty index of the test item suddenly changes, the testing personnel should investigate possible causes for the change.

- If a difficult item is now very easy, it may have been compromised. If an easy item suddenly becomes very difficult, this may mean instructors are not teaching effectively or the quality of the student has changed.

- The frequency with which an analysis is conducted may vary. While 100 answer sheets is the recommended number to use for analysis, this may not always be possible or practical.

  - If a course has a large student input, conducting an analysis for every 100 answer sheets may be too time consuming. If this occurs, testing personnel may be able to conduct a monthly analysis until the items are considered stable. Once stable, the analysis can be conducted on a quarterly basis.

  - If a course has a very small student input, and it may take several years to collect 100 answer sheets. For courses with small inputs, the entire sample may be used to calculate the effectiveness of the alternatives and the index of discriminating power.

    — These courses may also use the 50% missed rule. With this method, each test item that is missed by 50% of the students is reviewed for possible problem areas.

    — If 100 answer sheets can be accumulated in a year's time, then a complete analysis, using all three indexes should be conducted. If not, then a complete analysis may not be required.

    — If a complete analysis is not required, the 50% missed rule applies.

  - The important thing is not so much that an analysis be conducted every time 100 answer sheets are received, but that an analysis is conducted and the results are used to improve the instruction.

- In the analysis of a test item, it is important to record the date an item was changed or the date the instructional materials were changed. Each time an item or material is changed, the analysis must begin again. When this is done, it is possible to compare the performance of the test item before and after the change.

- After the test items are analyzed, the next step is to make decisions based on the data.

- First, determine which items do not fall into the acceptable indexes discussed earlier. Each item is then reviewed by asking several questions:
  - Is the answer miskeyed?
  - Is there no correct answer or more than one correct answer?
  - Is the question clear to the student?
- If the test item is determined to be sound, the next step is to review the instructional material.
  - Is the information correct?
  - Does the material in the student guide support the information in the lesson plan?
  - Does the information in the technical manual support the material in the lesson plan?
- If the instructional material is correct, next evaluate the classroom instruction.
  - Was the material taught correctly?
  - Did the student receive practice prior to testing?
  - Was there adequate time allowed for review and summary of the material?
  - How effective was the instructor in the delivery?
  - Can the poor performance of the test item be tracked to a specific instructor?
- Once all the information has been reviewed, several possible actions may occur:
  - The test, instructional materials, and/or master schedule may require a change.

- — Some areas may be corrected through instructor in-service. This can be technical or technique in nature.

- — The final possible action is to make no change until further data is collected.

Techniques for Test Item Analysis

Index of Discriminating Power (D) is an indicator of a test item's ability to measure individual differences. (D) is expressed as a value between -1 and +1.

- If (D) is high for a test item, it means that:

  - The majority of the students that fall in the upper 27% of students answered the test item correctly AND the majority of the students that fall in the lower 27% of students did not answer the test item correctly.

  - It differentiates between students who achieve the objective and those who do not.

  - For technical training purposes, the following standards exist for discrimination indexes:

    - — Satisfactory .15 and above.

    - — Unsatisfactory .14 and below.

  - Test items that do not fall within the satisfactory range should be analyzed to determine the possible cause(s).

  - In the calculation of the discriminating power index, the following guidelines apply:

    - — Sort answer sheets in ascending order by test score.

    - — Select the 27% of the answer sheets with the highest grade and the 27% of the answer sheets with the lowest grade. For example, if there are 100 answer sheets, the analysis deals only with the upper and lower 27 answer sheets.

- Count the number of correct responses for each item in both groups.
- Subtract the number of correct responses in the low group (Lc) from the number of correct responses in the high group (Hc).
- Divide the difference by the number of answer sheets in either group (H or L). Expressed as a formula, (D) is:

$$D = \frac{Hc - Lc}{H}$$

- Example: Of 150 answer sheets, 27% is equal to 41. Of the high group, 39 answered the item correctly. Of the low group, 37 answered the item correctly, therefore;

$$D = \frac{39 - 37}{41} = \frac{2}{41} = \text{approximately } .05$$

- If index is too low, the item's ability to discriminate is doubtful. If the index is negative, look for an item miskeyed or one with more than one correct response.

Item Difficulty calculates the difficulty of the test item. If the item does not have the correct degree of difficulty, then it may not effectively discriminate. The acceptable range of difficulty for technical training is .50 to .90.

- To calculate the difficulty index, take the complete sample and use the following guidelines:
  - Count the total number of correct answers and divide by the total number taking the test.
  - The formula $p = Nc \div N$ results in a proportion or decimal that becomes the index of item difficulty.

- The larger the index, the easier the item. If the item is answered correctly by everyone, the index would be 1.00. If no one answered it correctly, the index would be 0.00. For 150 answer sheets, where 100 answers were correct, the difficulty index would be as follows:

$$p = \frac{100}{150} = .66$$

- Based on the limits, this item would be considered acceptable.

- Sometimes a difficulty of 1.00 may be desirable. This normally occurs in the area of safety where the goal is for everyone to answer the item correctly.

Effectiveness of the alternatives is used for multiple-choice test items.

- The multiple-choice test item is only as good as its alternatives. If the incorrect alternatives are illogical, not plausible or absurd, the student may be able to select the correct response without knowing the material.

- This index calculates the number of students selecting each alternative within the high and low groups. The steps are as follows:

  - After sorting the answer sheets from highest to lowest, select the highest and lowest 27% of the students.

  - Count the number of students in each group that selected each alternative. For example:

ITEM 1	(a)	(*b)	(c)	(d)	Total
High 27%	2	15	17	7	41
Low 27%	1	12	15	13	41

  - Alternative "a" may need to be improved. It is ineffective as an alternative since it was selected by only 3 of 82 students.

  - Alternative "c" is more deceiving to the high group than to the low group. This item can be improved by making this response less plausible to the high group.

Analyzing Essay Test Items

If essay type test items are used to measure student performance, the requirement to conduct test item analysis still exists. If computers are used then the answers must be placed on a scannable answer sheet. The following directions are provided for courses using essay test items.

- Grading criteria for the essay item must first be prepared to identify how the answer is graded. Without the grading criteria, test item analysis cannot be conducted on essay items.

- On the scannable answer sheets a letter corresponds to a number printed above/below it. For example, "a" corresponds to 1, "b" corresponds to 2, etc. If the student can receive partial credit, the letter that corresponds to the amount of credit given is marked.

- If the essay item has several different parts, then the grading criteria must break down the test item into smaller items. After the essay item is graded, the correct amount of credit should be recorded on the answer sheet.

- If partial credit is not given or if the answer is graded sat/unsat, the grading criteria may be either "A" for correct or "B" for incorrect. The appropriate space should be marked on the answer sheet by the person grading the item.

- When analyzing essay items, the difficulty index and the index of discriminating are the only techniques that apply. For additional information on developing grading criteria, refer to NAVEDTRA 130 and 131.

Analyzing Performance Tests Items

Analyzing the performance test items can also provide the course managers with valuable information on how to improve training. The process of analyzing performance test items is the same as with essay test items.

- Establish grading criteria. If the performance test is divided into steps, each step can be analyzed. For additional information on developing grading criteria, refer to NAVEDTRA 130 and 131.

- As with essay items, the grade may be a numerical grade or SAT/UNSAT. In either case, the results can be analyzed. The difficulty index and index of discriminating power apply.

Test Analysis

Analyzing the individual test items is only part of the analysis process. Statistically, individual test items may appear acceptable, but when placed together on the test, may not accomplish what the test was designed to do. This section provides some guidelines to consider when conducting test analysis.

- **Content Validity** is defined as the extent to which a test measures the objectives. Tests should have content validity prior to the conduct of test item analysis.

- **Measures of Central Tendency** are statistical measures commonly referred to as the mean, median and mode. The **median** is the middle grade. The **mode** is the most frequent grade in the sample. The **mean** is the average grade. It is the statistic to be most concerned with during test analysis.

  - The mean grade on a test provides information on the average student. If the minimum passing score for a test is set at 70 and the mean is 70, then the average student is achieving the minimum score.If this is occurring, then the minimum grade may be set too high.

  - When the mean grade is low, it could indicate that the test is too difficult. On the other hand, if the mean grade is 90, the test may be too easy.

  - When using the mean, be aware that the grade may not accurately reflect student performance since it may be affect by extremely high and low scores.

- **Test Design** is determined during the validation process and lists the number, type, and knowledge levels for test items on a test. If a test is designed properly, there is a greater chance that the test has content validity and is therefore measuring the objectives of the course to the level identified. Reviewing the test design periodically is another method to evaluate the effectiveness of the test.

- **Frequency of Testing** should be reviewed to ensure tests are administered at proper intervals. Testing too frequently increases the student's opportunity for failure while not testing often enough prevents the early detection of problems. The recommended testing interval is a progress test for every 40-50 periods of instruction. This time interval may vary based on the complexity of the material.

APPENDIX D

CLASSROOM EVALUATION PROCEDURES

APPENDIX D

CLASSROOM EVALUATION PROCEDURES

Classroom Evaluation Procedures

The following information provides guidance to the evaluator on conducting a classroom evaluation and using the evaluation checklist at the end of this Appendix. In addition, the *Navy Instructor Manual, NAVEDTRA 134* contains information that will amplify the following guidelines and should be referred to for additional clarification.

Scheduled and Unscheduled Evaluations

Scheduled and unscheduled evaluations should be used in combination in order to provide instructors with feedback that is valuable to them. The following discussion provides guidelines on when to conduct both types of evaluations, who should evaluate, and how to use the results.

A scheduled evaluation is an evaluation where the instructor or instructor trainee knows in advance that an evaluation is being conducted. The following guidelines apply to scheduled evaluations.

- Scheduled evaluations allow the instructor to prepare for the evaluation. It may also allow the instructor time to prepare a "show" that may not be typical of usual performance.

- Certification, monthly, and quarterly evaluations should be scheduled. Personnel designated as instructor evaluators are the only persons qualified to conduct certification, monthly, and quarterly evaluations. The following is a list of other occasions where evaluations should be scheduled:

  - **Evaluations conducted during the instructor trainee's training period.** Since the primary focus during this period is to become technically proficient, the certified course instructor assigned to train the instructor trainee need not be an instructor evaluator. However, he/she must be able to provide the instructor trainee feedback on instructional technique as well as technical expertise.

  - **Evaluations used to qualify the instructor to teach additional material.** Since the primary focus is on technical expertise, the evaluator need not be an instructor evaluator; he/she must however, be a subject matter expert in that area.

- **Evaluations of instructors who are having difficulty developing their technical skills or instructional technique.** Since the instructor has already been identified during a previous evaluation as having difficulty, it is best to have an instructor evaluator work with him/her if the problem is with technique or an instructor evaluator knowledgeable in the subject matter if the problem is with technical expertise.

An unscheduled evaluation is an evaluation conducted without the instructor's prior knowledge. The following guidelines apply to conducting unscheduled evaluations.

- An unscheduled evaluation permits the evaluator to observe the instructor in a normal mode and can result in a realistic appraisal of the instruction.

- Unscheduled evaluations may cause an instructor trainee to feel threatened which may cause he/she to fail to perform as well as usual. Because of this, unscheduled evaluations should not be conducted until after the instructor is certified. At this point, they should become standard and therefore expected by all instructors.

- Commanding officers, course supervisors, and CISO personnel are examples of persons who may conduct unscheduled evaluations. The qualifications of the person conducting the evaluation will determine whether the evaluation is technique or technical.

- The evaluator conducting the unscheduled evaluation may use the evaluation forms or if it is less formal, similar to a spot check, the form is not necessary. In both cases, the instructor will be provided feedback as to his/her performance.

- There are no preset requirements for the number of unscheduled evaluations conducted on an instructor. Commanding officers should establish a time table, frequency schedule and record keeping requirements for the unscheduled evaluation program.[1]

[1]This section was added to provide procedures for conducting unscheduled evaluations and to stress their importance with the new evaluation procedures.

APPENDIX D

CLASSROOM EVALUATION PROCEDURES

Preparing for the Evaluation

Remember that the purpose of an evaluation is to improve instruction and provide feedback to the instructor. When preparing for a scheduled evaluation, the evaluator shall:

- Contact the instructor to be evaluated several days prior to the evaluation. The evaluator will explain the procedures, verify the date of the evaluation, and try and put the instructor at ease.

- Review the course materials for the specific lesson to be observed.

Conducting the Evaluation

An instructor's technique and technical expertise may be evaluated at the same time by an individual evaluator provided the evaluator is qualified to evaluate both. If this is the case, however, it will only be counted as one individual evaluation.

If the evaluation is for technique only, the behavior statement "**Is the information technically accurate**", will be marked "NA." The procedures for evaluating both technique and technical expertise are the same. When conducting the evaluation, the evaluator should:

- Arrive before the lesson starts and locate a suitable place from which to observe.

- When possible, evaluate the instructor on each element on the checklist. This is normally accomplished by observing the instructor for one complete lesson or at least one period of instruction.

- Observe the instructor in learning situations involving as many different methods/media as possible.

- Evaluate the instructor's attitude and emphasis on safety and a safe learning environment.

- Schedule a follow-up debrief with the instructor. The debrief may be done immediately or later depending on the results of the evaluation and the class/instructor schedule.

- Provide the instructor with a complete copy of the evaluation after the debrief. This copy will be used by the instructor as the basis for his or her personal instructor improvement plan.

- Refer to Chapter 6.0, Section 5 for guidance on how to debrief contract instructors.

Standards for Grading the Classroom Evaluation

The checklist contains a list of behaviors that should be observed during a lesson. The following guidelines are provided for evaluating each behavior and for determining the instructor's overall performance. Evaluators must be thoroughly familiar with this grading criteria prior to conducting any evaluations.

Step 1 – Evaluate Each Behavior Listed on the Checklist.

- Each behavior will be evaluated using one of the following:
  - YES
  - NEEDS IMPROVEMENT (NI)
  - NO
  - NOT APPLICABLE (NA)

- For a behavior to be evaluated as "YES," it must be consistent with the behavior described in the pages that follow. When an element is evaluated as "YES," this means that the instructor has complied with the behavior as it is described.

- When the behavior observed is partially, but not completely, as described in the criteria, then it can be improved upon. When this occurs, an "NI" will be given. This does not mean that the instructor did poorly in this behavior, it simply means there is room for improvement.

- When the instructor had the opportunity to perform a behavior but did not, a "NO" will be given. A "NO" would indicate poor or unsatisfactory performance on that particular behavior.

- Anytime the behavior is not consistent with the guidelines provided in the section, the behavior will be evaluated either "NI" or "NO."

- If the behavior is not observed and is not applicable to the evaluation, mark "NA."

- All statements evaluated as "NO" or "NI" will be accompanied by specific comments on the back of the checklist.

- **Appearance** is an important item to consider during an evaluation. There are no behavior statements listed for appearance on the checklist; however, the evaluator will evaluate the instructor's appearance as per local command policy.

Step 2 – Provide Remarks for Each Behavior.

- This section should provide the instructor with specific guidance on how to improve his/her technique for a technique evaluation. This means the comments should not be limited to negative ones. If the instructor has performed well in a particular behavior/category, it should be noted.

- When the purpose is to evaluate technical expertise, the evaluator must list those areas that were not presented accurately.

Step 3 – Debrief of the Instructor

- Instructors will be debriefed on the evaluator's comments as soon as possible. Debriefing should emphasize both positive areas and areas that need improvement. If the evaluation is an unscheduled evaluation, a debrief may or may not be conducted. This requirement will be established by the commanding officer.

Step 4 – Instructor Improvement Plan

- The instructor will develop an instructor improvement plan for "NO" or "NI" behaviors. It is the responsibility of the evaluator to provide constructive comments for this plan and to follow up if additional evaluations are required. If additional space is needed for remarks on the Instructor Improvement Plan, a page may be attached.

Classroom Grading Criteria

The **INTRODUCTION** sets the stage for the lesson. It must be presented in an interesting and motivating manner for the students to be prepared to learn. The introduction may consist of a brief overview of the material. The important issue is to prepare the student to learn. The following is a list of behaviors that should be observed.

- **Displayed Course and Topic Title** – This will be written on the board or displayed in some manner. Verbally covering the behavior is recommended if this is the first session in the lesson. All other occasions may write or display as indicated above.

- **Introduced Self** – The instructor should provide background information about his/her self to establish credibility with the students. The introduction is an excellent place for the instructor to use meaningful, carefully prepared personal experiences that enhance the lesson. One personal experience is generally adequate for the introduction.

- **Explained How the Material Fits Into the Overall Course** – This requires the instructor to be knowledgeable of what has been taught and what is ahead. The instructor should explain the importance of this material not only to the course but to the students' future jobs in the fleet. The instructor should point out the benefits of the information to be presented and how the students might use this information in the future.

- **Explained Objectives to the Students** – The instructor should explain that the objectives are not just for the lesson, but should also be the students' objectives. Reading or having the students read the objectives is not adequate.

  Objectives should be explained as to how they apply to what the students are about to learn and what they must do to accomplish the objective. The instructor should check with the students to determine their degree of understanding.

- **Stressed the Importance of Safety** – Safety must be addressed at the beginning of each lesson, where applicable. If safety is not a factor, mark "NA."

- **Explained the Importance of Satisfactory Performance** – The instructor should stress to the students how important it is to them to accomplish the objectives. This should be kept on a positive note rather than stressing punishment.

- **Motivated Students to Do Their Best** – The instructor should create interest in the subject matter by relating past experiences. The instructor should motivate the students to take pride in their work and to do their best. The instructor should tell the students to ask questions and to get involved. The instructor should make the students feel at ease about asking questions when they do not understand something.

The **PRESENTATION** deals with how well the instructor was prepared to teach and how well the material was delivered. While personal characteristics will vary between instructors, several tools of the trade can be used by everyone to enhance the effectiveness of the lesson.

- **Lesson Plan Has Been Personalized** – Every lesson plan should contain some personalization. The extent and amount of personalization will vary based on the instructor's level of experience, command policy, and the nature of the material. Simply highlighting the existing material is usually not enough. Examples of personalization include: Motivating statements in the introduction; personal experiences shared when appropriate; annotated areas to stress safety or some other important point or questions to ask the students, etc.

- **Classroom and Materials Are Ready for Training** – The classroom should be physically ready for the students to receive training (i.e., adequate seating arrangements; training equipment in good working condition and available as required; materials such as transparencies, slides, charts, also in good working condition and accurate).

- **Information Technically Accurate** – This is to be completed by an evaluator knowledgeable in the subject matter being evaluated. When the evaluator is not qualified to evaluate technical expertise, the evaluator should mark "NA."

- **Taught From the Discussion Points** – The instructor must follow the discussion points as approved in the lesson plan. Material may **not** be omitted or skipped.

- **Used the Lesson Plan Effectively** – The lesson plan should be used as a guide, **not** as a book to be read to the students. Excessive reading from a lesson plan may indicate a lack of preparation or confusion with the subject matter. When an important point must be read, it should be both taught and read to the students for emphasis.

- **Transitioned and Chained Material Effectively** – **Transitions** are statements that allow the instructor to move through the lesson and signal the students that the instructor is progressing to a new point. To be effective, the transitions should: mention the point just discussed; relate that point to the objective; and introduce the next point.

Chaining material means the instructor links material together in a meaningful manner.Chaining may occur by linking material previously taught with the present material. Chaining may also occur by linking the present material with what will be taught later in the course.

- **Used Questioning Techniques Effectively** – All questions must be phrased clearly and concisely. Answers to questions asked by the student must be complete and accurate. If the instructor does not know the answer, he/she should say so and get back to the student. Questions should be used to get students involved in the lesson.

  Several different types of questions and questioning techniques should be used during a presentation. Refer to the *Navy Instructor Manual, NAVEDTRA 134* for information on the different types of questions and questioning techniques.

  The instructor should ask questions that promote thought and discussion as well as questions that are directed to the average level student – not too simple or too complex.

  The instructor should avoid stifling the discussion. This may occur when inadequate time is allowed for the students to respond. The instructor should not answer his/her own questions when students are not responding. The instructor should restate or rephrase the question when the students appear to be confused or are not responding to the question. The instructor must not embarrass a student who gives an incorrect answer. This discourages further participation.

- **Used Training Aids Effectively** – Transparencies, wall charts, movies, films, slides, etc., must be used effectively to receive the full benefit. The instructor must make the training aid visible to all students. In the absence of other training aids, the instructor should make adequate use of the chalk/white board.

- **Maintained Proper Eye Contact** – Eye contact lets the students know the instructor is interested in them. It allows for nonverbal feedback from the students. Excessive reading from the lesson or talking to the board prevents the instructor from maintaining eye contact.

- **Displayed Enthusiasm** – The instructor must be positive and interested in the subject. The instructor should capture the student's attention in such a way that the student feels that the material is critical to success.

- **Used Gestures Effectively** – Gestures should be used to stress a point, convey a thought or emotion or to reinforce an oral expression. Excessive or inappropriate gestures may be distracting. Movement should be natural, equal and meaningful in the classroom. Refer to the *Navy Instructor Manual, NAVEDTRA 134* for additional information.

- **Maintained a Positive, Professional Attitude** – The instructor should display a sincere concern for student comprehension. Intimidation, profanity, and off-color remarks will result in an unsatisfactory evaluation. To project professionalism, the instructor should present a smart, concise, meaningful presentation. The instructor should not answer questions with "That's not important." Loyalty to the organization and the Navy must be exhibited. Instructors should never say, "I don't know much about this, but here goes."

- **Used Time Effectively** – The instructor should keep the lesson moving. Wasting time or dragging out material is ineffective and boring. Moving through the material too rapidly is also ineffective.

- **Avoided Distracting Mannerisms** – If the mannerism is distracting to the evaluator, this behavior should be marked "NI." Examples of possible distracting mannerism include: playing with a dry erase marker, hands in pockets, excessive use of gestures, etc.

- **Used Communication Skills Effectively** – A good voice has three important characteristics: reasonably pleasant (quality), easily understood (intelligibility), and expresses differences in meaning (variety).

  Quality includes not only the sound of the voice but the feelings projected when the instructor speaks. The vocal quality can convey sincerity and enthusiasm but may also convey anger and boredom. The instructor's voice should always be positive, enthusiastic, and sincere.

  Intelligibility refers to the following elements. Articulation is the precision and clarity with which the instructor speaks. Pronunciation refers to the customary way of pronouncing a word. Pronunciation acceptable in informal conversation may be substandard when presenting a lesson.

  Vocalized pause is the name given to syllables "a," "uh," "um." A few vocalized pauses are natural and do not distract; too many impede the communication and learning process. Instructors must avoid the over use of vocalized pauses. Stock expressions, such as "OK," "like" and "you know" should also be avoided

Instructors must strive to use proper grammar at all times. When an evaluator marks this category "NI," the statements provided in the remarks section should encourage the instructor to use the proper grammar. Improper use of grammar may reduce the instructor's credibility.

Variety includes a variation in rate, volume, force, pitch, and emphasis. For additional information on effective communication skills, refer to the *Navy Instructor Manual, NAVEDTRA 134.*

- **Maintained Flexibility** – The instructor should be open to discussions that enhance the lesson but should not lose sight of the lesson. The instructor should be available to the students after class to discuss their thoughts when too much time is being spent in areas not related to the lesson.

- **Used Personal Experiences/Examples to Stress Material** – Personal experiences must be meaningful to the subject taught and should not be used excessively. This may distract from the material being taught. Examples can be used throughout the lesson and should be used when the students appear confused or do not understand.

- **Explained Material Clearly** – The instructor should explain the material to a level the student can understand. If students appear to be confused, the material should be explained in a different manner in order to reach the students.

To evaluate **INSTRUCTOR/STUDENT INTERACTION**, evaluators should observe the students as well as the instructor.

- **Established and Maintained Student Attention** – The instructor should know how to get the attention of the student and keep it. Personal experiences, examples and overhead questions are all good attention getters. To maintain attention, the instructor must present the material in a way that the students can understand. The instructor should know the audience and teach to it. The instructor should learn the names of the students and be sensitive to their moods and concerns. The evaluator should be aware of the attention levels of the students. Are they sleeping, taking notes, talking among themselves, etc.?

- **Encouraged Student Participation** – The instructor should give the students a chance to interact and should solicit their inputs and should allow and encourage student participation. The instructor should ask questions to involve the students. Simply saying "I encourage your questions." in the **Introduction** is not enough.

- **Checked for Student Comprehension** – The instructor should ask various types of questions during the lesson to check for understanding. Waiting until the summary to ask questions is not effective. These types of questions should check to see if the students understand the materials. This may include recall-type questions but must include some comprehensive questions as well.

- **Established/Maintained Proper Instructor/Student Relationship** – The instructor should stress the importance of the individual student but should always be clearly in charge. The instructor who loses control of the class should be rated unsatisfactory on that lesson.

To evaluate the **SUMMARY**, the evaluator must ensure that the instructor checked for student achievement of the objectives.

- **Related Objectives to the Lesson** – Since the objectives are what the student is trying to accomplish, the instructor must relate the objectives to the lesson.

- **Summarized Lesson Properly** – The instructor must summarize the material in the lesson at least once and maybe more to ensure student understanding. When or how often the summary is conducted is not the issue; rather, did the instructor summarize, and was the summary effective.

  Summaries may occur at the end of the lesson where objectives are used as an outline. They may occur when the instructor is trying to maintain continuity within a lesson or when trying to highlight areas of importance. They may be used when teaching points are long or complex. Summaries of the previously taught material may occur at the beginning of the next instructional lesson or when a lesson is not completed in the same training day, it may be presented prior to introducing new material. The type of summary used is determined by the instructor and will vary based on the situation.

- **Questions Checked Student Understanding** – The instructor should ask questions that help determine if the students understand the material. Questions should be thought provoking and related to the objective(s).

- **Emphasized the Importance of Safety** – Instructors must continually stress safety in the **Introduction**, **Presentation**, and **Summary** when safety is a factor in the lesson.

CLASSROOM INSTRUCTOR EVALUATION CHECKLIST

NAME RATE DATE

COURSE TOPIC TITLE

CIN ☐ TECHNICAL ☐ TECHNIQUE ☐ INSTRUCTOR TRAINEE 1 2 3

☐ CERTIFICATION ☐ MONTHLY 1 2 3 ☐ QUARTERLY 1 2 3 4 ☐ HIGH-RISK

Evaluate each item on the checklist. Rate each item a YES, NI, (Needs Improvement), NO or NA (Not Applicable).

	YES	NI	NO	NA
1. INTRODUCTION				
a. Displayed course and topic title.				
b. Introduced self.				
c. Explained how the material fits into the course.				
d. Explained objectives to the students.				
e. Stressed the importance of safety.				
f. Explained the importance of satisfactory performance.				
g. Motivated students to do their best.				
2. PRESENTATION				
a. Lesson plan has been personalized.				
b. Classroom and materials are ready for training.				
c. Information technically accurate.				
d. Taught from the discussion points.				
e. Used the lesson plan effectively.				
f. Transitioned and chained material effectively.				
g. Used questioning techniques effectively.				
h. Used training aids effectively.				
i. Maintained proper eye contact.				
j. Displayed enthusiasm.				
k. Used gestures effectively.				
l. Maintained a positive, professional attitude.				
m. Used time effectively.				
n. Avoided distracting mannerisms.				
o. Used communication skills effectively.				
p. Maintained flexibility.				
q. Used personal experiences/examples to stress material.				
r. Explained material clearly.				
3. INSTRUCTOR/STUDENT INTERACTION				
a. Established and maintained student attention.				
b. Encouraged student participation.				
c. Checked for student comprehension.				
d. Established/maintained proper instructor/student relationship.				
4. SUMMARY				
a. Related objectives to the lesson.				
b. Summarized lesson properly.				
c. Questions checked student understanding.				
d. Reemphasized the importance of safety.				

CLASSROOM INSTRUCTOR EVALUATION CHECKLIST

☐ **Satisfactory**	☐ **Unsatisfactory**
☐ **Recommended for a Waiver**	☐ **Recommended for MTS**

REMARKS COMPLETED BY THE EVALUATOR

All behaviors evaluated as NI or NO will be explained under this section. Also include any comments of an outstanding nature. A statement concerning safety evaluation procedures must be included in this section.

SIGNATURE AND TITLE OF THE EVALUATOR DATE

INSTRUCTOR IMPROVEMENT PLAN

I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:

SIGNATURE AND TITLE OF THE INSTRUCTOR DATE

APPENDIX E

LABORATORY EVALUATION PROCEDURES

APPENDIX E

LABORATORY EVALUATION PROCEDURES

Laboratory Evaluation Procedures

This Appendix contains information on how to conduct laboratory evaluations and how to evaluate the performance based on the Instructor Laboratory Checklist provided at the end of this Appendix.

Procedures for Laboratory Evaluation

Every instructor is responsible for the quality and safety of training in the laboratory. In many cases, a lead instructor is aided by one or more assistant instructors.

The lead instructor is responsible for coordinating the assignments of the assistant instructors. The lead instructor is also responsible for ensuring that assistant instructors are familiar with laboratory procedures and are properly briefed on their responsibilities.

When laboratory training is conducted with more than one instructor, an evaluator must determine during the preliminary meeting whether the instructor is the lead or an assistant instructor and what the instructor's responsibilities are. Assistant instructors should each have their own copy of the lesson plans.

Laboratory training shall **not** begin until the required number of instructors are present.

Based on the instructor's training responsibilities in the laboratory, the evaluator determines which of the evaluation items on the Laboratory Evaluation Form are applicable to the evaluated instructor and which should be rated "NA."

APPENDIX E

LABORATORY EVALUATION PROCEDURES

Laboratory Grading Criteria

The **INTRODUCTION** for the laboratory serves the same purpose as does the Introduction for the classroom; to set the stage for learning to take place and to motivate the students to perform to the best of their ability. The following is a list of behaviors that should be observed.

- **Displayed Course and Topic Title.**
- **Introduced Self.**
- **Explained the Objectives to the Students** – The instructor should ensure that the students understand the objectives. The objectives should be related to the information in the job sheets. If the objectives are covered when students begin a new laboratory training session, readdressing the objectives may not be necessary for continuation periods of the same laboratory training session. For continuation periods, mark the objectives block "NA." Depending on the type of laboratory training, the instructor may find it more effective to discuss the objectives in the classroom right before the students go into the laboratory.
- **Related Classroom Instruction to Lab Performance** – The instructor should relate how previous classroom and/or laboratory instruction relates to what the students will be required to do in the lab. The instructor may also find it appropriate to relate the laboratory work to jobs the students will perform in the fleet. Relating classroom instruction to laboratory performance may not be necessary for continuation laboratory training periods. When it is not necessary, this block should be marked "NA."
- **Reviewed Safety/Sanitation Procedures** – The instructor should review Training Time Out (TTO) procedures, as appropriate, personnel safety procedures, equipment safety procedures and applicable sanitation/hazardous waste disposal procedures. When the training session extends beyond one training day, these procedures may be reviewed at the beginning of the first period of laboratory training each day. Depending on the type of laboratory training, the instructor may find it more effective to discuss safety procedures in the classroom right before the students go into the laboratory. For continuation periods other than the first continuation period of the day, this block may be marked "NA." If safety procedures do not apply, mark this block "NA."

APPENDIX E

LABORATORY EVALUATION PROCEDURES

- **Posted Safety Precautions as Necessary** – Pre-mishap Plans, if required, should be posted in all training areas. Safety precautions must be clearly posted next to or near any equipment, component or material which presents a hazard to the safety of personnel. Emergency first-aid procedures should also be posted. Cut off switches to secure power to malfunctioning equipment should be accessible and marked with instructions regarding their use. Hazardous areas should be appropriately marked.

- **Explained Criteria for Satisfactory Performance** – The instructor must ensure that the students understand the grading criteria standards, including all applicable safety standards and security procedures. The students should know if the laboratory session is a practice session or a test. The instructor may also wish to provide samples of partially finished and completed projects for the students to examine in the lab.

- **Motivated Students to Do Their Best** – Instructors should motivate the students to take pride in their work and do their best.

APPENDIX E

LABORATORY EVALUATION PROCEDURES

The **PRESENTATION** deals with how well the instructor was prepared to conduct the laboratory training and how well it was accomplished. The following behaviors should be observed.

- **Lesson Plan was Personalized** – The evaluator should check the lesson plan for personalized.

- **Work Spaces/Stations were Ready For Training** – The instructor should ensure that each work station is fully equipped; that equipment, tools, and material are ready for student use or are ready for the students to set up and use; and that instructional material, including instruction sheets, job sheets, schematics, blueprints, checklists, and rating scales are available in sufficient quantities. The laboratory area should be clean; neat and free of tripping and slipping safety hazards; and fault conditions set in trainers when applicable.

- **Reviewed Instructional Material with Students** – The instructor should ensure that the students know what instructional materials are available to them and how to use them. The job sheet(s) should be thoroughly explained, as they convey directions to the students for completion of required tasks. Review of instructional material may not be necessary for continuation laboratory training periods. For continuation periods, this block may be marked "NA."

- **Demonstrated Laboratory Procedures Effectively** – When a demonstration is required, the instructor should ensure that all students can see the demonstration and employ the **Say** and **Do** technique; e.g., first explain what will be demonstrated and then demonstrate it. Safety should be emphasized at the points in the demonstration where applicable. If demonstrations are not required, this block should be marked "NA."

- **Used Communication Skills Effectively** – Refer to Appendix D for guidelines on communication skills.

- **Maintained a Positive, Professional Attitude** – Refer to Appendix D for guidelines on this behavior.

- **Provided Related Instruction When Needed** – The instructor should provide related instruction when students need the instruction to accomplish the objectives and/or when it will aid students in accomplishing the objectives. The instructor should monitor students' performance to ensure that they are progressing at a satisfactory pace. This should be done continuously while the students are working in the laboratory, rather than only at the end of the training session. Instructors should ensure that all students are kept busy in the learning environment.

- **Asked Thought-Provoking Questions** – The instructor should ask a variety of thought-provoking questions to the class as a whole, and to individual students when checking their progress and understanding. Thought-provoking questions should be used to make the students think about what they have learned and/or to stimulate the students to think independently. The instructor may also use thought-provoking questions to get non participating students involved in the training period or to help students who are experiencing difficulties.

- **Managed Time Effectively** – The instructor should ensure that students follow procedures and time limits. When necessary, instructors should provide explanations/ clarifications/demonstrations of common problem areas to the entire class rather than to the individual. Instructors may also have students who complete their work ahead of schedule provide assistance to others or work on another assignment.

- **Safety Devices/Equipment Were in Good Condition** – Equipment safety devices should be present and in good working condition. Equipment guards and protective devices should be properly adjusted.

- **Issued Tools and Materials Expeditiously** – The instructor should have tools and materials organized so that they can be issued to the students promptly and efficiently. When appropriate, the instructor should also have established procedures for the students to receive tools and materials without undue loss of valuable training time.

- **Monitored Students for Safety Practices** – The instructors will monitor students' performance to ensure compliance with personnel and equipment safety procedures.

- **Assisted Students as Necessary** – Instructors will provide an environment for students to learn by doing. The instructor will provide assistance when it is necessary or as indicated by the grading criteria or when the lesson plan and/or Administrator's Guide allows the instructor to provide assistance. Depending on the type of training, the instructor may use more capable or experienced students to help other students. During the laboratory session the instructor should **not**:

  - Demonstrate on a student's practice or test project or provide assistance if the student can accomplish the objective without assistance.

  - Provide the students more assistance than is required or take over and complete an assignment for the student.

APPENDIX E

LABORATORY EVALUATION PROCEDURES

To evaluate **INSTRUCTOR/STUDENT INTERACTION**, evaluators should observe the students as well as the instructors. Students should be observed during the evaluation of laboratory training because their performance provides important information on the quality and safety of the training. Evaluators should note the following areas.

- **Students Appeared to Understand Assignment** – Students should be able to independently start the assignment after the instructor explains it to them and once started, the students should work independently. The students should also complete the assignment correctly. Evaluators should note if the students were able to accomplish the assignment without frequent questions and/or assistance from the instructor.

- **Students Used Instructional Materials Correctly** – Evaluators should note if students are using all of the instructional materials provided, and if they are using them correctly. In cases where students are not using the instructional materials as intended, the evaluator should note if the instructor observed and corrected the deficiency.

- **Students Appeared to Seek Help When Needed** – Students should be encouraged to ask for assistance. If students do not ask the instructor for assistance, note whether they ask their fellow students or whether they try to proceed without help. Note the instructor's response and rate this item accordingly. If the instructor advised them that they could not seek assistance, mark this item as "NA." If none of the students ask for assistance because they didn't need it, mark this item as "NA."

- **Recognized Individual Student Differences** – An instructor who recognizes individual student differences does **not** compare a student's performance to the performance of his/her peers. The instructor should monitor students' non-verbal behavior for cues regarding student understanding and provide the level of assistance required by the individual student. Instructors should use a variety of teaching techniques to aid students in accomplishing the objectives and should use numerous examples and analogies to aid student performance. Instructors should monitor more closely students who are having difficulty than students who are not having difficulty and must remain patient and provide additional practice and remediation when required. Instructors should provide additional encouragement to students who are progressing at a slower rate than their classmates and provide challenging activities and/or rewards for students who progress faster than their classmates.

- **Checked Student Progress and Understanding** – The instructor should check student progress and understanding by monitoring student performance and by questioning the students. This should be occurring continuously during the lesson. Instructors should ensure that the students are using the job sheets and related instructional material correctly and that the job steps are followed properly and performance standards are maintained.

To evaluate the **SUMMARY**, the evaluator must ensure that the instructor checked for student achievement of the objectives.

- **Related Objectives to the Lesson** – To stress the relationship of the objectives to learning, the instructor should relate the laboratory session back to the objectives. This should occur after all students have completed the lab or the allowed time has expired.

- **Students Participated in Review; Asked Questions** – Students should participate in the review and ask questions, as appropriate. The instructor should review at the end of the session. For laboratory training sessions that extend beyond one instructional period/training day, the instructor should conduct a review after students accomplish each objective or major part of an objective.

- **Asked Questions to Check Student Understanding** – The instructor should ask questions related to the laboratory session to ensure students understood the purpose of the training and that they did accomplish the objectives.

- **Emphasized the Importance of Safety** – This must be continuously stated through out the laboratory session.

LABORATORY INSTRUCTOR EVALUATION CHECKLIST

NAME		RATE	DATE	
NUMBER OF STUDENTS		INSTRUCTOR/STUDENT RATIO		
COURSE		TOPIC TITLE		
CIN	☐ TECHNICAL ☐ TECHNIQUE ☐ INSTRUCTOR TRAINEE 1 2 3			
☐ CERTIFICATION ☐ MONTHLY 1 2 3 ☐ QUARTERLY 1 2 3 4 ☐ HIGH-RISK				

Evaluate each item on the checklist. Rate each item a YES, NI, (Needs Improvement), NO or NA (Not Applicable).

	YES	NI	NO	NA
1. INTRODUCTION				
a. Displayed course and topic title.				
b. Introduced self.				
c. Explained the objectives to the students.				
d. Related classroom instruction to lab performance.				
e. Reviewed safety/sanitation procedures.				
f. Posted safety precautions as necessary.				
g. Explained criteria for satisfactory performance.				
h. Motivated students to do their best.				
2. PRESENTATION				
a. Lesson plan has been personalized.				
b. Work spaces/stations were ready for training.				
c. Reviewed instructional material with students.				
d. Demonstrated laboratory procedures effectively.				
e. Used communications skills effectively.				
f. Maintained a positive, professional attitude.				
g. Provided related instruction when needed.				
h. Asked thought-provoking questions.				
i. Managed time effectively.				
j. Safety devices/equipment were in good condition.				
k. Issued tools and materials expeditiously.				
l. Monitored students for safety practices.				
m. Instructors assisted students as necessary.				
3. INSTRUCTOR/STUDENT INTERACTION				
a. Students appeared to understand assignment.				
b. Students used instructional materials correctly.				
c. Students appeared to seek help when needed.				
d. Recognized individual student differences.				
e. Checked student progress and understanding.				
4. SUMMARY				
a. Related objectives to the laboratory.				
b. Students participated in review; asked questions.				
c. Asked questions to check student understanding.				
d. Reemphasized the importance of safety.				

LABORATORY INSTRUCTOR EVALUATION CHECKLIST

☐ Satisfactory	☐ Unsatisfactory	☐ Recommended for a Waiver

REMARKS COMPLETED BY THE EVALUATOR

All behaviors evaluated as NI or NO will be explained under this section. A statement concerning safety evaluation procedures must be included in this section. Also include any comments of an outstanding nature.

SIGNATURE AND TITLE OF THE EVALUATOR DATE

INSTRUCTOR IMPROVEMENT PLAN

I have been debriefed on this evaluation. I understand the areas that need improvement and will take the following action:

SIGNATURE AND TITLE OF THE INSTRUCTOR DATE

APPENDIX F

STUDENT CRITIQUE FORMS

STUDENT CRITIQUE OF TRAINING

Please provide an explanation for each item marked 1, 2, or NO on the back of this form.

Course _____ **Date** _____ **Instructor** _____

Unit/Module _____ **Class** _____ **CIN** _____

Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).

1. Using the 1 to 5 rating scale, evaluate the effectiveness of the following course material.

   ____ A. Trainee Guide was necessary for me to understand the material.
   ____ B. Technical manuals were necessary for me to understand the material.
   ____ C. Training aids (transparencies, videos, etc.) were necessary for me to understand the material.
   ____ D. Training equipment was necessary for me to understand the material.

2. Using a YES/NO rating, answer the following questions concerning the lesson topics in the course.

   ____ A. Provided me with the knowledge needed to perform in the labs.
   ____ B. Were organized in a clear and logical manner.
   ____ C. Were presented in a manner that was easy to understand. List lessons or areas of the lessons you had difficulty with as directed by the administrator.

3. Using a YES/NO rating, answer the following questions about how the objectives were measured.

   ____ A. There was enough time for me to practice the skills before taking the performance test(s).
   ____ B. The grading criteria was explained to me before I was administered the test.
   ____ C. Test(s) represented the material covered.
   ____ D. There was enough time for me to complete the test(s).

4. Using a YES/NO rating, answer the following questions as they relate to safety and the training facilities.

   ____ A. Lessons on safety were included as applicable.
   ____ B. Lessons related safety to job performance.
   ____ C. Safety was emphasized in performance labs.
   ____ D. Physical condition of the facilities was adequate.
   ____ E. Classroom equipment was safe for use.
   ____ F. Laboratory/equipment was safe for use.

5. Using the 1 to 5 rating scale, evaluate the effectiveness of the instructor on the following items.

   ____ A. Was prepared to teach the lesson(s).
   ____ B. Taught at a level I could understand.
   ____ C. Encouraged me to ask questions.
   ____ D. Answered my questions adequately.
   ____ E. Motivated me to learn the material.
   ____ F. Was enthusiastic about the subject.
   ____ G. Exhibited professionalism at all times.
   ____ H. Was willing and available to assist me with my problems.

6. Using a YES/NO rating, answer the following questions about safety.

   ____ A. The instructor covered safety prior to conducting performance laboratories.
   ____ B. The instructor made me feel my safety was a primary consideration during performance laboratories.

You are not required to sign this form; however, if you desire feedback, a name is necessary.

STUDENT CRITIQUE OF HIGH-RISK TRAINING

You will be given the opportunity answer the following questions at the conclusion of each high-risk training session. Please provide an explanation for each item marked 1, 2, or NO on the back of this form.

Course _____ Date _____ CIN _____

Unit/Module _____ Class _____

Instructor(s) _____

Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).

1. Using YES/NO rating, evaluate whether the items listed were adequately explained to you prior to the beginning of each high-risk training situation.

   ____ A. Training Time Out procedures.
   ____ B. Pre-Mishap Plan.
   ____ C. Tasks to be performed.
   ____ D. Methods used to determine successful performance.

2. Using a YES/NO rating, answer the following questions as they relate to safety during the high-risk training situation.

   ____ A. Safety precautions were reemphasized immediately prior to job performance.
   ____ B. The instructor evaluated my knowledge of safety precautions prior to job performance.
   ____ C. Laboratory/equipment was safe for use.

3. Using a YES/NO rating, answer the following questions concerning the instructor.

   ____ A. Encouraged me to report unsafe or unhealthy conditions.
   ____ B. Encouraged me to do my best.
   ____ C. Provided a learning environment that was not threatening to me.

4. Using a 1 to 5 rating scale answer the following:

   ____ A. I felt my safety was always a primary concern of the instructor.
   ____ B. I felt that the training environment was both safe and non hazardous.

For high-risk training situations, no one will place pressure on you to sign this form. If you wish to sign it you may; however, you have the right to remain anonymous.

STUDENT CRITIQUE OF TEAM TRAINING

Please provide an explanation for each item marked 1, 2, or NO on the back of this form. Any recommendations for improvement may also be provided on the back of the form

Course _____ Date _____ CIN _____

Unit/Module _____ Class _____ Instructor _____

Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).

1. Using a 1 to 5 rating scale, evaluate the effectiveness of the instructor/operator as appropriate.

   ____ A. Was prepared to conduct the training session.
   ____ B. Provided me with the necessary guidance during the training.
   ____ C. Exhibited professionalism at all times.
   ____ D. Critique of team performance was adequate in identifying team and individual problems.
   ____ E. Emphasis on my personal safety during the training was adequate.

2. Using a YES/NO rating, answer the following questions on the security/safety of the team training session.

   ____ A. Trainer was safe for use.
   ____ B. All equipment was safe for use.
   ____ C. Safety precautions were explained prior to beginning training.
   ____ D. My knowledge of safety precautions was evaluated immediately prior to the training session.
   ____ E. Safety precautions were reemphasized during training as needed.
   ____ F. Security procedures were explained prior to the training session.

3. Using a YES/NO rating, answer the following questions on the training facilities.

   ____ A. Rest rooms and lounges were clean and stocked.
   ____ B. Laboratory was clean, properly lighted, heated, cooled, etc.
   ____ C. Vending and change machines were available and operable.
   ____ D. Classrooms were clean, properly lighted, heated, cooled, etc.

4. Using a 1 to 5 rating scale, answer the following questions concerning the overall training.

   ____ A. The simulation of training was realistic and challenging.
   ____ B. The training materials were necessary for successful performance.
   ____ C. The training equipment (tools, protective gear, etc.) was in good condition.
   ____ D. The training was valuable in preparing me to do my job.

5. Using a 1 to 5 rating scale, senior members of the team, if appropriate, answer the following questions on training.

   ____ A. Instructors/operators were helpful in providing the assistance needed to effectively train the team.
   ____ B. The scenario selection was appropriate to meet the needs of the team.
   ____ C. Training was necessary to prepare the team to function effectively.
   ____ D. Training provided was presented at the appropriate level for the team.

You are not required to sign this form; however, if you desire feedback, a name is necessary.

QUALITY OF LIFE CRITIQUE

Please provide an explanation for each item marked 1, 2, or NO on the back of this form. Any recommendations for improvement may also be provided on the back of the form

Course _____ Date _____ Rate/Rank _____

Barracks _____ Class _____

Write N/A if the item does not apply. Use the following scale where indicated: (1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, or 5 - Strongly Agree).

1. Using a 1 to 5 rating scale, evaluate the adequacy of the following services.

   ____ A. Personnel Support
   ____ B. Disbursing
   ____ C. Medical
   ____ D. Dental
   ____ E. Maid

2. Using a 1 to 5 rating scale, evaluate the adequacy of the following facilities.

   ____ A. Berthing
   ____ B. Messing
   ____ C. Medical
   ____ D. Dental
   ____ E. Gym
   ____ F. Special Services

3. Using a YES/NO rating, answer the following.

   ____ A. The quality of the food was adequate.
   ____ B. The washer/dryers were operable.
   ____ C. Change machines were available and operable.
   ____ D. Vending machines were available and operable.

4. Using a YES/NO rating, answer the following concerning the regulations and policies.

   ____ A. Were fully explained during the command or course indoctrination.
   ____ B. Were reinforced by instructors and company commanders.
   ____ C. Were equally enforced by all senior personnel.

You are not required to sign this form; however, if you desire feedback, a name is necessary.

APPENDIX G

SAFETY REVIEW CHECKLIST

SAFETY REVIEW CHECKLIST

COURSE:	**CIN:**	**CDP:**
REVIEWER/TITLE:		**DATE:**
REVIEWER/TITLE:		
HIGH-RISK SAFETY OFFICER:		

	YES	NO	NA
A. APPLICABLE TO ALL COURSES			
1. Instructor training completed. (C,D)			
2. Quarterly in-service safety training conducted. (D)			
3. Medical alert procedures in place. (C)			
4. Mishap/injury analysis conducted. (C)			
5. Instructors are present in sufficient numbers to prevent accidents during potentially hazardous or dangerous situations. (C)			
6. Safety is given top priority by all instructors. (C)			
7. Facilities ensure a safe working environment. (C)			
8. All hazardous performance laboratory situations eliminate or minimize potential risk. (C)			
9. Tools and equipment are in good working condition and safe to use. (C)			
10. Laboratory situations which require hazardous performance are essential to accomplish the learning objectives. (C)			
B. HIGH RISK COURSES ONLY			
1. DOR procedures included in voluntary courses. (C)			
2. Safety standdown review and documentation accomplished. (C)			
3. Core unique instructor training program approved by CCA/functional commanders. (C,D)			
4. Site augment plans in place. (C,D)			
5. Safety observers assigned to the course. (C)			
6. Screening of instructor complete and documented. (C,D)			
7. Qualified Safety Officer assigned to the course. (C)			
8. Setback information on students available to the instructor. (C)			
9. TTO procedures in place. (C)			
10. Student screening documented. (C)			
11. Periodic safety inspections of high-risk Training facilities and equipment completed. (C)			
12. Premishap Plan installed. (C)			
13. Annual exercise of premishap plan conducted. (C)			

SAFETY REVIEW CHECKLIST

C. COMPLETE AS APPLICABLE	YES	NO	NA
The following procedures are in the curriculum:			
1. Water safety. (A)			
2. Ordnance handling. (A)			
3. Asbestos control. (B)			
4. Heat stress control. (E)			
5. Laser and radiation protection. (B)			
D. COMPLETE AS APPLICABLE			
Procedures for the following are in place:			
1. Hazardous material handling. (B)			
2. Hazardous waste disposal. (B)			
3. Sight protection. (A,B)			
4. Hearing protection. (A,B)			
5. Respiratory protection. (A,B)			
6. Back injury protection. (B)			
7. Foot injury protection. (B)			
8. Head protection. (B)			
9. Lead exposure protection. (B)			
10. Hand protection. (A,B)			
11. Falling objects prevention. (B)			
12. Lock out/Tag out. (B)			
13. Falls from ladder prevention. (B)			
14. Correct use of handtool. (A)			
15. Machinery operation. (A)			
16. Refueling operation. (A)			
17. Material handling operation. (A)			
18. Welding/brazing operation. (A)			
19. Electrical/electronic. (A,B)			
20. Shipboard aircraft/helicopter safety.			
21. Snakebite treatment.			
22. Painting operation. (A)			
23. Food preparation. (A)			
24. Laundry operation. (A)			
25. Photography operation. (A)			
26. Medical/dental facility. (A)			

The letter(s) in parenthesis refer(s) to one of the following instructions or manuals.

(A) OPNAVINST 5100.25 (SERIES)
(B) OPNAVINST 5100.23 (SERIES)
(C) CNETINST 1500.20 (SERIES)
(D) NAVEDTRA 135 MANUAL
(E) OPNAVINST 6110.1 (SERIES)

APPENDIX H

FORMAL COURSE REVIEW PROGRAM

APPENDIX H

FORMAL COURSE REVIEW PROGRAM

Appendix H contains guidelines to be used in the conduct of Formal Course Reviews. It is not intended to be a stand alone set of procedures but must be used in conjunction with the information in this manual.

Part 1 – Course Control Documents

Course Control Documents contain tasking for course development and/or revision, front end analysis information, course objectives, Personnel Performance Profile (PPP) line items, general information about the course, etc. Part 1 – Course Control Documents, is divided into the following sections:

- Plan
- Analyze
- Design
- CANTRAC
- MCRF

Copies of the course control documents and approval letters for each, will be maintained in the course audit trail. Refer to Chapter 4.0, Section 7.0 for additional information on the course audit trail. Each course control document is a product of a curriculum development process and must be approved by the appropriate authority. Refer to Chapter 4.0, Section 2.0 for information on the approving authority for each document. Because courses may use different standards for development, the type of document(s) on file, the approval authority and/or format of the documents may vary. While the format may not be consistent, the content should be in accordance with the standard under which the document was developed. This means CDEs must be familiar with all curriculum development standards used at their training activity. Course control documents will not be changed solely to meet the guidelines contained in the NAVEDTRA development documents.

- **Plan** – The planning document should be reviewed when the course is under revision. Mark "N/A" if appropriate. Regardless of the status of the curriculum, the planning document and approval letters will be maintained on file by the CCMM for audit trail purposes only. Refer to Chapter 4.0, Section 7.0. The type of planning document used will vary based on the standard. For the purpose of the FCR, the following information will be on file:

  - Training Project Plan (format will vary).
  - Approval letter (approval authority will vary).
  - Accurate milestones.

- **Analyze** – A copy of the analysis document and approval letters should be maintained by the CCMM. For courses developed using the different equipment based standards, applicable PPP tables should be on file with the CCMM. Analysis documentation and approval authority for courses developed using task analysis standards will vary. The FCR should focus on the following since the type of document on file is not important.

  - Has an analysis been conducted?
  - Is the information in the course consistent with the analysis?
  - Is the course material based on valid analysis information?

If the information contained in the analysis document is not current and/or not accurate, the findings will be summarized in the summary sheets and recommendations forwarded to the CCA for action. Possible recommended actions include requests for Technical Audits, Training Requirement Reviews, or a complete job analysis.

- **Design** – The design document should be approved by the appropriate higher authority. The CCMM will provide the participating sites with a copy of the appropriate design document. As with the Plan and Analyze phases, the type of design document, approval authority and document format will vary between developmental standards. During the FCR the emphasis should be placed on content and accuracy of the document(s).

  - Are the objectives accurate? Do they reflect the current needs of the fleet?

- Is there a list of approved visual information, training materials, training equipment, etc., for the course?
- Is the Course Master Schedule accurate?
- Are the instructor/student ratios optimal?
- Are the ratios being adhered to in lab? Refer to CNETINST 1540.13 (series) for guidance on the Course Master Schedule.

If any part of the design document is inaccurate or not current, the findings and recommendations will be addressed in the summary.

- **Catalog of Navy Training Courses (CANTRAC)** – Refer to CNETINST 1500.1 for information on CANTRAC. The information in CANTRAC should be accurate. The course length should be consistent with the Course Master Schedule.
- **Master Course Reference File (MCRF) in NITRAS** – Check the MCRF against the Course Master Schedule for consistency and accuracy between the documents. Review remaining information for accuracy.

Part 2 – Testing Programs

Testing programs are designed to measure student achievement of the objectives. For FCR purposes, the following areas should be reviewed:

- Testing Plan
- Test Design and Development
- Knowledge Test Item Banks
- Performance Testing
- Test Administration
- Test Analysis

APPENDIX H

FORMAL COURSE REVIEW PROGRAM

Refer to Chapter 5.0, Section 1.0, and Appendix C for policy and guidelines on testing programs. If any section of Part 2, Testing Programs, is not consistent with the policy and guidelines, summarize the findings in the summary section.

- **Testing Plan** – The format of the testing plan may vary; but the minimum requirements as stated in Chapter 5.0, Section 1.0, must be contained within. For the purpose of the FCR, the following points should be considered:
  - Is the testing plan on file, accurate and approved by the appropriate authority?
  - Are all objectives measured through formal testing? If not, how are the remaining objectives measured?
  - Are the objectives measured based on criticality? In other words, are the most critical objectives measured through formal testing? If not, how are they measured?
  - How was the criticality of the objectives determined?
  - Are the higher level objectives being measured through comprehensive testing? If not, why?
  - Is remediation being conducted for all failed objectives or is remediation completed for the critical objectives only?
  - Is retesting being accomplished on the failed objectives?
- **Test Design and Development** – Test design is discussed in Appendix C, and in NAVEDTRA Manuals 130 and 131. Test design should be consistent with these guidelines. The test design prepared during development should be approved by the CCMM. Once validated, changes to the test design should be approved by the CCMM. While the actual items on the test may vary, the design should remain the same until a change is directed. For FCR purposes, the following items should be reviewed:
  - Is the minimum passing grade appropriate for the expected performance level of the graduate?
  - Are the numbers and type of items on the test adequate to measure each objective?

- Are there enough alternate versions of a test to adequately prevent compromise?
- Is the test used for retest purposes different from the original version?
- Is there an equal degree of difficulty between versions?
- Are tests developed as per the approved test design?

- **Knowledge Test Item Bank** – All courses should have access to a master test item bank. The respon- sibilities for maintaining and updating the test item banks are listed in Appendix C and NAVEDTRA Manuals 130 and 131. For FCR purposes, the following should be considered:
  - Are test items constructed as per appropriate guidelines?
  - Is the CCMM maintaining the master test item bank?
  - Are test items approved by the CCMM?
  - Are test items written to measure the accomplishment of the objectives?
  - Are test items keyed to the objective/PPP item they measure?
  - Are procedures for changing the test item bank adequate?

- **Performance testing** – Guidelines for testing, grading and evaluating performance tests are contained in Appendix C. Guidelines on the development of performance tests are contained in NAVEDTRA Manuals 130 and 131. For FCR purposes, the following points should be considered:
  - Is performance testing being conducted as per the objectives?
  - Are rating scales/checklists used to measure performance? Are they adequate? Effective?
  - Is the grading criteria in accordance with guidelines in NAVEDTRA 130 and 131?
  - Is the minimum passing grade (numerical grade or a SAT/UNSAT) appropriate for the course?

- Is the weighting of the performance tests for the final grade consistent with course objectives?

- If the course objectives are primarily skill in nature, does the grading criteria designate a significant portion of the student's grade to the performance testing or practical work? Is the student's grade determined primarily by the knowledge tests? If so, is this acceptable?

- **Administering and Reviewing a Test** – Guidelines for the administration of a test and format/content of an Test Administrator's Guide are contained in NAVEDTRA 130 and 131. Guidelines for reviewing a test, are contained in Appendix C. For FCR purposes, the administration of a test includes the following elements:

  - Are there Test Administrator's Guides for both performance and knowledge tests?

  - Do the Test Administrator's Guides contain clear and exact guidance to the instructor on how to administer the test?

  - Are the procedures for preventing test compromise adequate? This refers to the:

    — Location of the instructor in the classroom.

    — Student-to-instructor ratio.

    — Rules for the students taking the test.

  - Are the procedures for test review adequate? Are missed test items reviewed?

  - Are procedures for test security adequate?

- **Test Analysis** – Guidelines for the test and test item analysis are contained in Appendix C. For FCR purposes, the following items should be reviewed:

  - Is test item analysis being conducted?

  - How are the results being used?

- Are the changes to the test items resulting from test item analysis tracked and documented?
- Is test item analysis being conducted for performance tests?
- Are tests being analyzed to determine areas students have difficulty with?

Part 3 – Instructional Staff

For FCR purposes, the instructional staff includes training managers, course managers, instructors and curriculum managers. Each category of personnel should receive formal training, as appropriate, and complete the in-service training requirements designated by the command. Also included is the utilization of staff personnel and staff record keeping procedures.

- In-service Training for Training Managers – The term "training manager" is used to identify personnel responsible for command-wide training programs. A list of these billets and recommended training requirements for each is contained in Chapter 2.0, Section 2.0, of this manual.
  - The commanding officer is responsible for ensuring that an in-service training program for training managers is established.
  - Documentation should be maintained to verify completion of required training.
  - For FCR purposes:
    - — Review documentation to ensure the completion of required training.
    - — Discuss with training managers the adequacy of the training provided, i.e., did the training prepare them for the job?
- **In-service Training for Course Managers** – The term "course manager" is used to identify personnel responsible for the training programs specific to a course or department. A list of these billets and recommended training requirements for each is contained in Chapter 2.0, Section 3.0, of this manual.
  - The commanding officer is responsible for ensuring that an in-service training program for course managers is established.

- Documentation should be maintained to verify completion of required training.

- For FCR purposes, review documentation to ensure completion of required training.

- Discuss with course managers the adequacy of the training provided, i.e., did it prepare them for the job?

- Review the number of course managers assigned to a course. Are they present in adequate numbers to ensure quality training?

- **Certification of Instructors** – Guidelines for the certification of instructors are contained in Chapter 2.0, Section 4.0, of this manual. Course managers (normally the course supervisor) will develop an instructor certification plan consistent with the required certification guidelines.

  - The course supervisor is responsible for ensuring that the certification plan for an instructor is approved.

  - The instructor certification plan should include a list of topics the instructor will be certified to teach and a plan to prepare the instructor to teach new material once certified.

  - For FCR purposes:

    — Review a random sample of training records to ensure proper documentation of the certification process and to ensure that all instructors have received instructor training as required.

    — Review the quarterly evaluation records to ensure compliance with the guidelines contained in Chapter 5.0, Section 3.0.

    — If the course has contract instructors, contact the COR to review the evaluations conducted by the Navy. Each contract instructor should have at least an annual evaluation on file. Refer to Chapter 6.0, Section 5.0.

- **In-Service Training for Curriculum Managers** – The term "curriculum managers" is used to identify all persons involved in the developing curriculum, monitoring the curriculum process, and approving the curriculum products. A list of recommended training requirements is contained in Chapter 2.0, Section 4.0, of this manual.

  - The commanding officer is responsible for ensuring that an in-service training program for curriculum managers is established.

  - Documentation should be maintained to verify completion of required training.

  - For FCR purposes:

    — Review documentation to ensure completion of required training.

    — Discuss with curriculum managers the adequacy of the training provided, i.e., did it prepare them for the job?

    — Review the number of curriculum managers assigned to a course. Are they present in adequate numbers to ensure the quality of the curriculum development/revision/review process?

- **Utilization of Staff Personnel** – Guidelines for determining instructor requirements are contained in Chapter 2.0, Section 6.0, of this manual. For FCR purposes, the following applies:

  - Review instructor computations to determine accuracy and consistency with the course master schedule.

  - Course managers will keep track of the number and types of personnel assigned in order to receive maximum utilization of all staff personnel. Examples of items to be addressed include:

    — Number of instructors assigned.

    — Number of instructors on board.

    — Number of Master Training Specialists.

— Adequacy of the numbers.

— Number of losses anticipated in six months.

- **Instructor Recognition Program** – Information on the types of programs and the administrative guidelines are contained in Chapter 2.0, Section 7.0. Each course reviewed should have a program to recognize outstanding instructors.

- **Record Keeping** – Guidelines for the content of training records for training managers, course managers, instructors and curriculum managers are contained in Chapter 2.0, Section 8.0, of this manual. For FCR purposes, review the records to ensure compliance with minimum requirements.

Part 4 – Instructional Materials

The evaluator must be familiar with the different developmental standards. For FCR purposes, instructional materials include:

- Instructor Guides/Lesson Plans
- Trainee/Student Guides
- Instructional Media Materials

In addition to the above areas, security classifications and security procedures are reviewed. **SMEs** will be responsible for the evaluation of Part 4 – Instructional Materials.

- **Instructor Guide/Lesson Plan** – The purpose of an instructor guide/lesson plan is to provide the instructor with guidelines from which to teach. While the name and format of the document varies between standards, its purpose remains the same. For FCR purposes, the following guidelines apply:

  - An approved master lesson plan/instructor guide will be on file.

  - The change process used by the course should be reviewed to ensure that all approved changes are being implemented. This is normally accomplished by comparing the master with a random sample of individual lesson plans.

- Lesson plans shall contain some personalization. The amount will vary between different training activities and courses within those activities. Course managers are responsible for ensuring that lesson plans are personalized.

- Materials shall be consistent with the objectives they support and must be technically accurate.

- **Student Materials** – Different types of developmental standards use different terms for student materials. For the purpose of the FCR, student materials include handouts, trainee guides, student guides, job sheets, lab manuals, etc.

  - An approved master student guide will be on file.

  - Student guides/trainee guides will be developed in accordance with the applicable development standard.

  - A system will be in place to ensure approved changes are recorded in the appropriate student materials.

  - The student materials must be technically accurate, clear, and complete; must be easy to read; and must be adequate to support the achievement of the objectives.

- **Instructional Media Materials** – Instructional Media Materials (IMM) include visual information such as transparencies, videotapes, movies, slides, etc. For FCR purposes, review the curriculum to ensure the effective and appropriate use of IMM.

  - Review a random sample of IMM to ensure technical accuracy and currency. Evaluate the condition of the IMM.

  - Ensure that all IMM are listed on the appropriate documentation for the developmental standard (Training Materials List or the Master Materials List).

- **Technical Manuals and Publications** – For FCR purposes, technical manuals and publications shall be reviewed to ensure accuracy of content.

  - Review all technical manuals and publications to ensure each is maintained current and that all changes have been recorded as required.

- Ensure that the technical manuals and publications are maintained in sufficient numbers for student use and that they are in good condition.

- **Security** – For FCR purposes, review the classification of the material.
  - Is the classification appropriate for the material?
  - Is the curricula properly marked?
  - Are the procedures consistent with the guidelines contained in Chapter 6.0, Section 6.0 of this manual?

Part 5 – Training Resources

Training resources include laboratory and classroom spaces, training devices, test equipment, tools, etc. For FCR purposes, the following items should be reviewed:

- General condition of the spaces, including heating, cooling, ventilation or other environmental factors in classrooms/labs. If the learning spaces are not conducive to learning, corrective action should be taken. If funding is required to correct the deficiency, findings will be summarized and forwarded to the appropriate activity as a part of the recommended action.

- Availability of training devices, test equipment and tools. There should be an adequate number of training devices, test equipment, and tools on hand to train the students. Inadequate equipment can cause delays in training and/or substandard training. If this category is inadequate, documentation for funding should be submitted to the appropriate activity as a part of the recommended action.

- General condition of training devices, test equipment, and tools including proper and adequate stowage. Training devices, test equipment, and tools must be safe for use. Corrective action will be taken immediately for any item found unsafe.

- Adequacy of training devices to achieve the objectives. Are the training devices capable of measuring student achievement of the objectives? If not, a testing constraint exists. This situation must be identified in the testing plan and corrective action initiated as soon as possible. Sometimes training devices are capable of doing more than what the objectives specify. If material is being taught simply because the training device can help teach it, action should be taken to delete items that are not consistent with the objectives. Training devices are used as a means for the student to accomplish the objectives. Courses will be written to the objectives and not to the capabilities of the training devices.

Part 6 – Student Programs

For FCR purposes, the following will be reviewed:

- Student Records
- Counseling Program
- Student Recognition Program
- Remediation Program
- Academic Review Boards
- "A" School Military Training

The student management program will be consistent with the guidelines contained in Chapter 3.0 of this manual.

- **Student Records** – For FCR purposes, randomly review the student records.
  - Are records being kept?
  - Is each student's progress being tracked?

- **Counseling Program** – For FCR purposes, review of the student counseling program may require looking at the student records and/or interviewing students.
  - Is there a referral program for nonacademic problems? Does the student know who to go to in case of a problem?
  - Are counseling sessions being documented?
- **Student Recognition Program** – Training managers should establish a student recognition program for the training activity. Course managers may also establish programs in addition to the command-wide program.
  - Does the program recognize/reward individual or groups of students whose performance has been outstanding or whose performance has improved over time?
  - If applicable, is an acceleration program in place?
- **Remediation Program** – The remediation program is designed to provide assistance to students who are not accomplishing the objectives in the allotted time.
  - Has a remediation program been established?
  - Is the process effective?
  - Are adequate numbers of instructors available for remediation?
- **Academic Review Boards (ARBs)** – ARBs are used to assist in the identification of academic problems and to make recommendations concerning the disposition of the student. For FCR purposes, review the existing ARB records.
  - Are ARBs being conducted as required?
  - Are ARB results being documented in the student's record?
- **"A" School Military Training (ASMT)** – This category applies only to "A" School courses and will be in accordance with directives issued by the functional commander.

Part 7 – Evaluation Programs

For FCR purposes, this part deals with Course Reviews, the Student Critique Program and the External Evaluation Program.

- **Course Reviews** – Review past course reviews to verify that all discrepancies have been corrected or action has been taken. The types of reviews on file may vary between courses. At a minimum, all courses will have a Safety Review and FCRs from the previous two cycles.

- **Student Critique Program** – Refer to Chapter 5.0, Section 3.0, for guidelines on the student critique program. Review a random sample of student critiques.

  - Are the critiques being forwarded through the chain of command?

  - Is summary data being maintained for two years?

- **Training Quality Indicators** – Refer to Chapter 5.0, Section 4.0, for guidelines on the training quality indicator (TQI) program. For FCR purposes:

  - Are TQI data being summarized as required, and is corrective action on adverse trends being taken?

  - Is summary data being maintained for comparison purposes?

- **External Evaluation Programs** – Refer to Chapter 5.0, Section 6.0, for guidelines on the establishment and management of the external evaluation program. Programs will be reviewed for compliance with these guidelines.

- **Summary** – The findings identified in each part will be summarized in the summary sheets. Sample summary sheets are contained at the end of this appendix. Each summary sheet should include the following in addition to a list of the findings:

  - Responsibility for corrective action.

  - Estimated completion date for the discrepancy.

  - An explanation of items marked "N/A"or "NO" on the checklist.

Some areas of the course review may need to be reevaluated at a later date based on these findings.

COURSE REVIEW CHECKLIST
COVER PAGE

COURSE TITLE:	DATE:
COURSE CIN:	CCMM:
REVIEW CYCLE: ☐ Annual ☐ Biennial ☐ Triennial	
DATE OF LAST REVIEW:	
ACTIVITY CONDUCTING FCR:	
LIST OF PARTICIPATING ACTIVITIES:	
DEVELOPMENTAL STANDARD:	
CURRICULUM STATUS:	
Under revision.	
Has a project plan been submitted?	
Date approved.	
Date of planned revision.	
No revision planned.	
Number and date of latest change.	
COURSE REVIEWERS - TITLE - CODE	

PART 1 – COURSE CONTROL DOCUMENTS

To complete this part, review the course audit trail. Each document and associated approval letters, should be reviewed during the FCR. Use the section appropriate to the developmental standard. Review NITRAS and CANTRAC documents. Ensure all records maintained are current and accurate. Respond to the questions as directed. If an item does not apply, mark N/A. N/As, where appropriate, and NOs will require explanation.

		YES	NO	NA
A. PLAN (CCMM ONLY)				
1.	Training Project Plan on file.			
2.	Date Training Project Plan approved.			
3.	Project Plan contains accurate data for this course.			
4.	Milestones in the TPP are on schedule.			
B. ANALYZE (CCMM ONLY)				
1a.	Personnel Performance Profile (PPP) tables on file.			
2a.	Date PPP tables approved by the CCA.			
1b.	Job Task Analysis data on file.			
2b.	Date job task analysis data approved.			
3b.	The analysis data contains accurate information for the course.			
C. DESIGN				
1.	Type of course control document on file.			
2.	Date course control document approved.			
3.	Course control document is accurate/current.			
4.	Master Schedule/Summary Sheet is accurate.			
5.	Master Schedule/Summary Sheet is approved.			
6.	Training Path System is accurate/current.			
D. CANTRAC				
1.	Course listing in CANTRAC is accurate.			
E. MCRF				
1.	MCRF data are accurate.			

PART 2 – TESTING PROGRAMS

In this section, review the testing plan, test item bank, performance/knowledge tests, and grading criteria.

	YES	NO	NA
A. TESTING PLAN			
1. Testing Plan is on file and approved.			
2. The objectives are tested as per the testing plan.			
3. Comprehensive testing is being conducted.			
4. The testing procedures are consistent with approved testing plan.			
B. TEST DESIGN AND DEVELOPMENT			
1. Minimum passing grade for a test established.			
2. The number of different test versions is adequate to prevent compromise.			
3. There is an equal degree of difficulty between versions.			
4. There is an adequate number of items on the test to measure the objective(s).			
5. Types of items and degree of difficulty are consistent with the objectives.			
6. Test design has been approved by the CCMM.			
7. Tests are developed as per the approved test design.			
8. Tests used for retest contain items that are different from the original version.			
C. KNOWLEDGE TEST ITEM BANKS			
1. Test item banks are maintained.			
2. Test items are constructed in accordance with NAVEDTRA curriculum development standards.			
3. Test items are approved by the CCMM.			
4. Test item is keyed to objective/PPP item it measures.			
5. Procedures for changing test bank are adequate.			

PART 2 – TESTING PROGRAMS (continued)

	YES	NO	NA
D. PERFORMANCE TESTING			
1. Performance testing is being conducted.			
2. Rating scales and/or checklists are used appropriately to evaluate the performance tests.			
3. Weighting of performance tests for the overall grade is consistent with the course objectives.			
E. TEST ADMINISTRATION			
1. Test Administrator Guides are clear and exact.			
2. Test administration procedures are adequate to prevent test compromise.			
3. Procedures for test security are adequate.			
4. Test review procedures are in accordance with the approved testing plan.			
F. TEST ANALYSIS			
1. Test item analysis is being conducted.			
2. Test analysis results are being used to improve the training.			
3. Changes based on the analysis are adequately documented.			

PART 3 – INSTRUCTIONAL STAFF

To complete this part, review the training records for personnel, i.e., instructor and training support billets.

	YES	NO	NA
A. COURSE MANAGERS			
1. Personnel assigned as course managers have completed in-service training requirements.			
B. INSTRUCTORS			
1. All personnel assigned to instructor billets have completed an instructor training course.			
2. Instructors are being trained in accordance with the approved instructor certification program.			
3. Instructors are being evaluated in accordance with the evaluation program.			
4. Instructors assigned to high-risk courses have completed all additional training requirements for high-risk instructors.			
C. INSTRUCTOR EVALUATORS			
1. Personnel assigned as evaluators have completed in-service training requirements.			
D. CURRICULUM MANAGERS			
1. All personnel assigned to curriculum management have completed in-service training requirements.			
E. UTILIZATION OF STAFF PERSONNEL			
1. Course is adequately tracking personnel gains/losses to ensure maximum utilization of personnel.			
F. INSTRUCTOR RECOGNITION PROGRAM			
1. An instructor recognition program is used to recognize outstanding instructors.			
G. RECORD KEEPING			
1. Training is documented and adequate training records are kept for all personnel.			

PART 4 – INSTRUCTIONAL MATERIALS

In this part, review lesson plans, trainee guides, and training support materials. Provide specific feedback as to discrepancies.

	YES	NO	NA
A. LESSON PLAN/INSTRUCTOR GUIDE			
1. The approved master lesson plan is on file with the course. 2. All lesson plans are developed as per applicable guidance. 3. All approved changes have been annotated in the master and instructor's lesson plan. 4. The lesson plan is technically accurate. 5. Personalization of individual lesson plans is approved as appropriate.			
B. STUDENT MATERIALS			
1. An approved master trainee guide is on file with the course. 2. Trainee/student guides are developed as per applicable guidance. 3. All approved changes have been annotated in the master and student's guide. 4. The trainee/student guide is technically accurate, clear, and complete.			
C. INSTRUCTIONAL MEDIA MATERIALS			
1. Visual information products are used to support the course as stated in the course material.			
2. Visual information products are in good condition.			
3. Master Materials List or Training Materials List is current.			
D. TECHNICAL MANUALS/PUBLICATIONS			
1. Technical manuals are current and accurate.			
2. Technical manuals are available in adequate numbers.			
3. Technical manuals are in good condition.			
E. SECURITY			
1. Classified curricula is properly marked.			
2. Classification assigned to curricula is appropriate.			

PART 5 – TRAINING RESOURCES

In this part, review the facilities and equipment for adequacy. You will be required to submit the appropriate paperwork if deficiencies are noted.

	YES	NO	NA
A. FACILITIES			
1. The classroom facilities are adequate.			
2. The lab facilities are adequate.			
3. The classroom is comfortable and conducive to learning.			
4. The lab is comfortable and conducive to learning.			
B. EQUIPMENT			
1. Equipment is stowed properly.			
2. Equipment is safe for training.			
3. Objectives are being met with the current equipment.			
4. An adequate number of training devices exist in order to provide timely training.			
5. The working condition of TTE/training devices is adequate.			

PART 6 – STUDENT PROGRAMS

In this part, review student records, student counseling and remediation programs, and academic review board records. Provide specific guidance on the discrepancies.

	YES	NO	NA
A. STUDENT RECORDS			
1. Records are maintained for two years.			
2. A student's academic progress is tracked.			
B. COUNSELING PROGRAM			
1. Preventive counseling is used to help students solve their academic problems.			
2. Student counseling sessions are properly documented.			
C. STUDENT RECOGNITION PROGRAM			
1. A student recognition program is being used.			
D. REMEDIATION PROGRAM			
1. Remediation program has been established for students requiring voluntary or mandatory extra training.			
2. Instructors are scheduled to assist in after-hours study.			
E. ACADEMIC REVIEW BOARDS			
1. Academic Review Boards are conducted in accordance with established guidelines.			
F. "A" SCHOOL MILITARY TRAINING			
1. The "A" School Military Training program is established in accordance with established guidelines.			

PART 7 – EVALUATION PROGRAMS

In this part, review all methods of collecting feedback and determine how effective the methods are in improving course material. Provide specific explanations for all discrepancies.

	YES	NO	NA
A. INTERNAL EVALUATION			
1. Course reviews are on file for the previous two cycles.			
2. Discrepancies from previous course reviews have been corrected.			
3. Student critique program is in accordance with established guidelines.			
4. Training quality indicators are being summarized as required.			
B. EXTERNAL FEEDBACK			
1. List and briefly describe the methods currently used by the course to collect external data.			

List the findings noted, who is responsible for corrective action, and estimated completion date. Additional sheets of paper may be used if required.

PART 1 – COURSE CONTROL DOCUMENT

Findings	Assigned Action	Completion Date

PART 2 – TESTING PROGRAMS

Findings	Assigned Action	Completion Date

PART 3 – INSTRUCTIONAL STAFF

Findings	Assigned Action	Completion Date

PART 4 – INSTRUCTIONAL MATERIALS

Findings	Assigned Action	Completion Date

PART 5 – TRAINING RESOURCES

Findings	Assigned Action	Completion Date

PART 6 – STUDENT PROGRAMS

Findings	Assigned Action	Completion Date

PART 7 – EVALUATION PROGRAMS

Findings	Assigned Action	Completion Date

APPENDIX I

NAVY TRAINING FEEDBACK SYSTEM FORM

NAVY TRAINING FEEDBACK SYSTEM FORM

☐ CONTINUATION SHEET

(SEE INSTRUCTIONS ON BACK OF PAGE)

1. FROM: (AFLOAT/ASHORE ACTIVITY ADDRESS)	2. SERIAL #
	3. DATE

4. MAIL FORM TO: CHIEF OF NAVAL EDUCATION AND TRAINING, NAVAL AIR STATION, PENSACOLA, FL 32508-5100
(DSN 922-8783) COMMERCIAL (904) 452-8783 OR FAX TO DSN 922-3869/COMMERCIAL (904) 452-3869
MSG ADDRESS: CNET PENSACOLA FL //TPEB//

SUBJ: NAVY TRAINING FEEDBACK

5. DESCRIPTION OF PROBLEM

[ ] INDIVIDUAL GRADUATE (SSN)
[ ] REQUIRED TRAINING IS NOT AVAILABLE
[ ] TRAINING PROVIDED IS OUTDATED
[ ] OTHER

6. COMMENTS:

7. ORIGINATOR	8. DIVISION OFFICER:	9. DEPARTMENT HEAD	10. TRAINING OFFICER
11. PHONE # (COMM OR DSN)	12. COMMANDING OFFICER OR DESIGNATED REPRESENTATIVE		13. UNIT UIC

14. COPY

[ ] WHITE (CNET)
[ ] YELLOW (TYCOM OR ECHELON II COMMAND)
[ ] PINK (TRAINING OFFICER)
[ ] BLUE (ORIGINATOR)

PAC	AIR	343	LANT	AIR	343	CNSG	G10	COMNAVRESFOR 41
	SUB	241		SUB	241	HSETCH	05	COMNAVSURFRESFOR 33
	SURF	N61		SURF	611	CNCTC	N12	COMNAVAIRRESFOR 55
COMTRAPAC		241	COMTRALANT		241	INTCOM	NIC 12	CBPAC
COMINEWARCOM N61						NAVSUP	0332	CBLANT

PERMISSION IS GIVEN TO COMPUTERIZE FORMAT

OPNAV 1500\39 (3-92) S/N 0107-LF-013-7400

NAVY TRAINING FEEDBACK SYSTEM FORM INSTRUCTIONS

1. This form is a tool for Navy activities and personnel to identify, report, and validate training related deficiencies. Training deficiencies will normally fall into the three categories outlined below:

   a. Individual has not been trained in the specific skills required.

   b. Individual has been trained in required skills but cannot perform them.

   c. The training discrepancy involves other broader issues.

2. Information Flow: The white copy of this form is forwarded to the Chief of Naval Education and Training (CNET), Training Performance Evaluation Board (TPEB) for assignment to cognizant authority. CNET (TPEB), in its clearing-house role, will acknowledge receipt of the form and provide comments regarding the course of action for resolution. Copies of all related correspondence will be forwarded by the cognizant authority to the appropriate type commander or Echelon 2 command.

3. Directions: (**NOTE**: Although typewritten copies are preferred, legible handwritten copies are acceptable. **Use the address format below, as shown)**

   a. Mail to: TPEB
   Chief of Naval Education and Training
   Naval Air Station
   Pensacola FL 32508-5100

   b. From: Use complete activity mailing address.

   c. Serial #: To be assigned by CNET (TPEB).

   d. Date: Use mm/dd/yy.

   e. Description of problem: Categorize the training deficiency. If individual graduate, include SSN.

   f. Comments: Be as precise possible in defining the problem; provide recommendations if a practical solution is known. Use additional forms if more space is required. Mark original and additional forms as pages 1 of 3, 2 of 3, etc.

   g. Originator: Type or print name legibly, insert rate/rank and work center code.

   h. Division Officer and Department Head: Review for accuracy, completeness, and sign in space provided.

   i. Training Officer:

   (1) Date and sign in appropriate space.

   (2) Forward the white copy to CNET (TPEB).

   (3) Forward the yellow copy to your type commander or Echelon 2 command, NTFS Coordinator (With appropriate code).

   (4) The originator and training officer should retain their respective copies .

APPENDIX J

GLOSSARY

APPENDIX J

GLOSSARY

Academic Review Board (ARB): A board whose members evaluate a student's progress through a course and recommend a specific action when the student is having difficulty achieving the course objectives. *Chapter 3.0, Section 6.0.*

Accelerated Training: A program by which students who possess previous education or job experience may complete a course of instruction in less time than the normal course length. *Chapter 3.0, Section 1.4.*

American Council on Education (ACE): Organization that evaluates formal training courses that are 45 academic hours or longer and makes credit recommendations to civilian post secondary schools, colleges, and universities. The *Ace Guide* is the document that contains a list of these recommended credits. *Chapter 6.0, Section 3.1.*

Attrite: A student who does not complete training. Attrites are classified as either academic or nonacademic attrites. Academic attrites are students who do not have the ability to master the knowledge and/or skill in the course. Non-academic attrites are dropped for administrative purposes. *Chapter 3.0, Section 1.6.*

Attrition/Setback Analysis Review: A type of course review conducted to examine possible causes of attrition/setback and to identify both positive and negative attrition/setback trends. *Chapter 5.0, Section 5.1 and Appendix B.*

Audit Trail: A documented record of the processes, procedures and major decisions used to analyze, design, develop, implement, and evaluate training materials. *Chapter 4.0, Section 6.1.*

Catalog of Navy Training Courses (CANTRAC): A NAVEDTRA publication distributed on CD-ROM which contains information concerning all formal courses of instruction throughout the Navy.

Category IA: Personnel who have graduated and are awaiting orders. *Chapter 3.0, Section 1.2.*

Category IB: Personnel who have graduated and are awaiting modification to orders. *Chapter 3.0, Section 1.2.*

Category IIA: Personnel who will graduate within two weeks and who have not received orders. *Chapter 3.0, Section 1.2.*

APPENDIX J

GLOSSARY

Category IIB: Personnel who will graduate within two weeks and who require modification of orders. *Chapter 3.0, Section 1.2.*

Category IIIA: Rated/designated attrites - BUPERS orders required. *Chapter 3.0, Section 1.2.*

Category IIIB: Non-designated attrites - EPMAC orders required. *Chapter 3.0, Section 1.2.*

Certification Training: Training provided to prepare instructors to teach in a course or segment of a course without the direct supervision of a certified course instructor. *Chapter 2.0, Section 1.2 and Section 4.5.*

Checklist: Type of evaluation instrument used when a step in a process, or characteristic of a product, is either done or not done, absent or present. *Appendix C.*

CISO Evaluators: Personnel responsible for performing the training activity's evaluation functions. *Chapter 2.0, Section 2.2.*

CNET Program Automated Tracking System (CPATS): A tool used by the training activity to inform CNET and CNO sponsors, via the functional commanders, of changes in the POM that affect training resources. *Chapter 4.0, Section 5.3.*

Command Indoctrination: Method designed to provide information to the incoming instructors on chain of command, command policies on instructor awards, PSD, etc. *Chapter 2.0, Section 4.5.*

Company Commanders: Personnel who are graduates of formal instructor training and the Military Training Instructor Course and are responsible for providing military training to "A" school students outside the normal training day. *Chapter 2.0, Section 4.8.*

Comprehensive Tests: Used to measure mastery of the critical objectives or retention of material previously tested. Comprehensive tests may be performance or knowledge, and may be categorized as within-course or final comprehensive tests. *Appendix C.*

Constraints: Limiting or restraining conditions or factors, such as policy considerations, time limitations, environmental factors, budgetary limitations, etc., that prevent some aspect of training from being accomplished as required. *Chapter 5.0, Section 1.2.*

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GLOSSARY

Contracting Officer's Representative (COR): An individual, appointed in writing by the commanding officer of the requiring activity or his duly authorized representative, who functions as the technical representative of the contracting officer in the administration of a specific contract or delivery order. *Chapter 6.0, Section 4.0.*

Core Unique Instructor Training: Program designed to prepare the instructor to teach in a high-risk course or training situation. *Chapter 2.0, Section 4.5.*

Course Curriculum Model Manager (CCMM): Training activity assigned responsibility for conducting and maintaining specified courses. *Chapter 1.0, Section 1.5.*

Course Data Process Code (CDP): Alpha numeric code assigned to each course for NITRAS processing. It equates to a training location code. *Chapter 4.0, Section 1.2.*

Course Identification Number (CIN): Alpha numeric designator used to identify a military training course. *Chapter 4.0, Section 1.2.*

Course Indoctrination: Method by which all instructors at the course level are provided information concerning safety policies or training policies unique to the course. *Chapter 2.0, Section 4.5.*

Course Managers: Personnel responsible for the training in a specific course or for specific areas of training in several courses. Examples: testing officers, phase supervisors, lead instructors, division officers, etc. *Chapter 2.0, Section 3.0.*

Course Master Schedule: A curriculum control document that lists the sequence of lessons taught in a course and the student-to-instructor ratio for both classroom and laboratory. The ratios listed on the course master schedule and summary sheet are used to compute instructor requirements. *Chapter 2.0, Section 6.0 and CNETINST 1540.13.*

Course Supervisors: Course managers responsible for the direct supervision and evaluation of instructors. Also referred to as lead instructors or phase/unit supervisors. *Chapter 2.0, Section 3.0.*

Course Utilization Review: A type of course review that provides information on the maximum usage of resources. Results are used to (a) determine if a course should be canceled, (b) if training could be accomplished by other more effective means or (c) if the training plan should be modified. *Chapter 5.0, Section 5.4.*

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Cross-Utilization: Use of the same instructors, equipment or spaces by more than one course. *Chapter 5.0, Section 2.1.*

Curriculum and Instructional Standards Office (CISO): An organization that provides guidance and quality assurance in the areas of curriculum, instruction and evaluation. *Chapter 2.0, Sections 2.2, 2.3, and 2.4.*

Curriculum Control Authority (CCA): The agency who approves instructional methods and materials and who operates and maintains assigned courses. *Chapter 1.0, Section 1.4.*

Curriculum Developers (CD): Personnel assigned to develop curriculum. *Chapter 2.0, Section 5.3.*

Curriculum Development Experts (CDE): Officers, civilian instructional systems specialists, training specialists or senior enlisted personnel who are responsible for providing guidance to a curriculum development/revision project. The CDE must possess thorough specialized training in curriculum development. *Chapter 2.0, Section 5.4.*

Curriculum Managers: Officer, enlisted, civil service or contractor personnel whose duties involve developing or revising curriculum and evaluating curriculum products in a quality assurance role. Examples include: curriculum developers, subject matter experts, curriculum development experts. *Chapter 2.0, Section 5.0.*

Curriculum Management: Function of developing, revising and/or maintaining the curriculum. This includes: maintenance of the master record and audit trail, management of the curriculum evaluation and feedback programs, guidance for the input and review of contractor developed curriculum, and assistance and guidance in curriculum development and revision projects. The responsibility for ensuring the function is performed is shared by CISO and the training departments. *Chapter 2.0, Sections 2.4.1 and 2.6.3.*

Difficulty Index: Test item analysis technique that calculates the difficulty on a single test item. *Appendix C.*

Discrimination Index: Test item analysis technique that calculates the ability of a test item to measure individual differences. *Appendix C.*

GLOSSARY

Director Of Training (DOT): Officer working directly for the CO/XO, who ensures that quality training is being conducted. Normally established for large training activities. CISOs are organizationally assigned to the DOT. *Chapter 2.0, Section 2.2.*

Effectiveness of Alternatives: Test item analysis technique that helps to identify distractors that may be illogical, too easy or not plausible. *Appendix C.*

Evaluation Management: The function of monitoring, participating in, and conducting evaluations to ensure quality training. The responsibility for ensuring this function is performed is shared by CISO and the training departments. *Chapter 5.0, Introduction.*

External Evaluation: Method used to improve training through a review conducted at the training activity by external sources or groups. *Chapter 5.0, Introduction.*

Fleet Returnee Feedback Program: A program administered by the command designed to gather feedback as to the performance of recent graduates in the fleet. Newly arriving instructors are interviewed, surveyed, etc. to determine if there are training related issues that should be addressed at the training command based on their recent fleet experience. *Chapter 2.0, Section 2.6.*

Formal Course Review (FCR): A review of a course, conducted either annually, biennially or triennially to ensure that the (1) learning objectives are based on a task analysis; (2) course control documents are current and accurate; (3) testing programs adequately measure the objectives; (4) tests and test items are being analyzed; (5) curriculum materials are current and accurate; (6) instructional staff is present in adequate numbers and have received the required training; (7) student management programs are effective; (8) facilities are adequate; and (9) feedback system is providing information that will improve training. *Chapter 5.0, Section 5.5 and Appendix H.*

Formal Training: Training in an officially designated course conducted in accordance with appropriate course outline and objectives. *Chapter 2.0, Section 1.2 and Appendix A.*

Grade: Method used to express a student's performance of the objectives. May be a numerical grade or satisfactory/unsatisfactory grade. *Appendix C.*

Grading Scale: Standardized interpretation of the numerical grading system. *Appendix C.*

In-Progress Review: A review by SMEs of contractor developed training materials. Normally conducted during the development phase. *Chapter 2.0, Section 2.6.*

In-Service Training: Training for instructors, course, training and curriculum managers necessary to perform their duties. For instructors, training is in addition to certification training. *Chapter 2.0, Section 1.2*

Instructional Management: Function of monitoring instructor progress, evaluating instructors, and providing in-service training as needed to meeting specific training requirements. The responsibility for ensuring this function is carried out is jointly shared by CISO and the training departments. *Chapter 2.0, Sections 2.4.2, 2.6.2, and 2.6.4.*

Instructional Support System (ISS): A mainframe computer system designed to support classroom instruction, test grading and analysis, and administrative functions. *Chapter 6.0, Section 5.2.*

Instructors: Any officer, enlisted, civil service or contractor personnel whose duties involve teaching or evaluating in the classroom, laboratory or other learning environment. Manpower authorization billets are "I" or "L" coded. *Chapter 2.0, Section 1.1.*

Instructor Computation: A method for determining the number of instructors required to conduct a course of instruction. *Chapter 2.0, Section 6.0.*

Instructor Evaluation: A method of assessing an instructor's technical knowledge in an area and/or his/her ability to apply established instructional methodology. The tools used to assess the above are the Classroom Instructor Evaluation and Laboratory Instructor Evaluation Checklists. *Chapter 5.0 Section 2.0, Appendix D and Appendix E.*

Instructor Evaluator: Course manager responsible for conducting instructor evaluations for the command. *Chapter 2.0, Section 3.3.*

Instructor Trainee: Instructor undergoing the course certification process. All prospective instructors are considered instructor trainees until certified. *Chapter 2.0, Sections 1.2 and 4.5.1.*

Instructional System Specialist: Civil service employee with formal education and training in the field of education, instructional systems design or evaluation. Normally assigned to the CISO staff. *Chapter 2, Section 2.3.*

Internal Evaluation: A collection of processes by which commands monitor and improve the training provided at the training activity. *Chapter 5.0, Introduction.*

International Military Training: Training of international military students under the provisions of the Foreign Assistance Act of 1961. *Chapter 3.0, Section 9.0.*

Interservice Training Review Organization (ITRO): Organization consisting of the uniformed services (Army, Air Force, Marines, and Navy) whose mission is to improve the cost effectiveness of service training by allowing for the consolidation, collocation, and resource sharing between services. Interservice course is a course of instruction where two or more services jointly teach and attend the course. *Chapter 6.0, Section 10.0.*

Knowledge Test: Tests that measure a student's ability to recognize, recall, comprehend, apply facts or interpret concepts and the support the student's performance of a job-related skill. *Appendix C.*

Maintenance Training Requirements Review (MTRR): An ongoing training evaluation of current courses, curriculum content, skill levels and NECS. *Chapter 5.0, Section 5.5.2 and OPNAVINST 4790.2 (series).*

Master Course Reference File (MCRF): Component of NITRAS that collects and standardizes formal training course data elements, schedules, and input/requirements plans. *Chapter 6.0, Section 1.3.*

Master Record: Method used to track the current status of the curriculum for all courses taught at an activity. Maintained by the CISO. *Chapter 4.0, Section 6.2.*

Master Training Specialist (MTS): Program used to recognize outstanding officers, enlisted and civilian personnel who excel in demanding assignments as instructors and managers. *Chapter 2.0, Section 7.3.*

MicroStass: A computer software program developed by NETPMSA to provide administrative support, student tracking, student progress information, etc. to small training activities. *Chapter 6.0, Section 5.3.*

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Navy Enlisted Classification (NEC): Codes that reflect special knowledge and skills that identify personnel and requirements when the rating structure is insufficient by itself for manpower management purposes. *Chapter 1.0, Section 2.0.*

Navy Integrated Training Resources and Administration System (NITRAS): An automated training information system designed to be responsive to the demands of the higher authority. *Chapter 6.0, Section 1.0.*

Navy Occupational Safety and Health (NAVOSH) Training: Required training in the recognition and maintenance of a safe and healthy training environment. All personnel are required to attend training as appropriate for their duties. *Chapter 2.0, Section 1.2.*

Navy Training Requirements Review (NTRR): A standardized process designed to review training requirements. This is accomplished through a comprehensive review of curriculum. The purpose of the NTRR is to define training objectives, to identify where training should take place, and to allocate the necessary resources. *Chapter 5.0, Section 6.0 and OPNAVINST 1500.69 (series).*

Oral Test: Test given when job performance in the fleet requires verbal demonstration of a skill. *Appendix C.*

Participating Activities: Training activities where a course of instruction is conducted but the activity is not designated as the CCMM. *Chapter 1.0, Section 1.6.*

Performance Test: Sample work situations where students demonstrate the ability to perform a skill. Performance tests may be hands-on tests such as troubleshooting or a mental skill such as completing reports or forms. *Appendix C.*

Personalization: Instructors annotating detail in their lesson plans to support and enhance their ability to teach the required material. *Chapter 2.0, Section 4.5.*

Pilot Course: The first full length course conducted at a Navy school by Navy instructors using the training materials prepared for the course. *Chapter 2.0, Section 2.6, Chapter 4.0, Section 1.2, and NAVEDTRA 130 and 131.*

Pipeline: The total time involved in training personnel once they are designated as students; including time traveling to the training activity, time awaiting instruction, time of actual training, and time from termination of training until reporting to the ultimate duty station. This may include more than one training activity. *Chapter 3.0, Section 1.0.*

GLOSSARY

Practical Work: Day-to-day activities completed in the laboratory, field, classroom or homework. Examples include quizzes, problem sheets, homework assignment, etc. *Appendix C.*

Pre-Mishap Plan: Plan that outlines safety requirements and procedures for all high-risk courses. Quarterly walk-through of procedures is required. All pre-mishap plans will be exercised at least annually. *Chapter 2.0, Section 2.5 and CNETINST 1500.20 (series).*

Pretest: A test given prior to entry into a course or unit of instruction. *Appendix C.*

Program Objective Memorandum (POM): The budgeting tool used in the Navy. Covers a five-year period. *Chapter 4.0, Section 5.2.*

Progress Test: A test administered during the course to determine how well the student is progressing toward the achievement of the objectives. *Appendix C.*

Quiz: A short test used by the instructor to measure achievement of material recently taught. *Appendix C.*

Rating Scale: An evaluation instrument that is used to measure performance levels that may vary from high to low, good to bad, etc. *Appendix C.*

Raw Score: Number of items a student must answer/perform correctly in order to pass an objective or test. The raw score must be translated in a grade. *Appendix C.*

Remedial Instruction: Special instruction designed and delivered to alleviate deficiencies in the achievement of learning objectives. *Chapter 3.0, Section 4.0 and Appendix C.*

Remediation: Method used to aid students in achieving objectives by providing additional instructional study time. Remediation can be either voluntary and mandatory. *Chapter 3.0, Section 4.0 and Appendix C.*

Safety Officer: Responsible for ensuring that safety is an integral part of training, that the training environment is safe, and that personnel observe safety at all time. If high-risk training is conducted, a separate safety officer may be appointed. *Chapter 2.0, Section 2.5.*

Safety Review: A type of course review conducted annually for all NAVEDTRACOM courses. *Chapter 5.0, Section 5.3 and Appendix G.*

Safety Standdown: An activity conducted at least annually to review all safety procedures conducted at the activity. Results of the safety standdown are documented and maintained for inspection purposes. *Chapter 2.0, Section 2.5 and CNETINST 1500.20 (series).*

Setback: The repeat of instruction due to either academic or non-academic reasons. In either case, a setback increases the student's pipeline. *Chapter 3.0, Sections 1.5 and 1.8.*

Site Augment Training Plan: Developed by the participating activity when the Core Unique Instructor Training program does not address site specific situations. *Chapter 2.0, Section 4.5.*

Statement of Work (SOW): Independent government estimate for contract developed curriculum that indicates how long it should take to complete the project. *Chapter 6.0, Section 4.3.*

Student Action Code (SAC): NITRAS code used to track and identify students according to status in the training pipeline. *Chapter 3.0, Section 1.8.*

Student Critique Program: Method used to solicit feedback from the student on the instructor, course and quality of life. *Chapter 5.0, Section 3.0 and Appendix F.*

Student Master File (SMF): Component of NITRAS that provides information by name of all personnel undergoing training in a Navy or other-service course. *Chapter 6.0, Section 1.4.*

Subject Matter Expert (SME): An individual who has a thorough knowledge of a job which qualifies that person to assist in the training development process. *Chapter 2.0, Section 5.2.*

Submarine/Integrated Undersea Surveillance Systems Training Requirements Review (SITRR): A systematic review process designed to provide quality control of general and accession training, operator and maintenance training, and tactical team training and to ensure the effectiveness and appropriateness of the training. *Chapter 5.0, Section 5.5.2 and OPNAVINST 1500.70. (series).*

Supernumeraries: Members who are assigned or attached, usually on a permanent change of station basis, to the training activity for training but are not actually enrolled and participating in training. Includes personnel awaiting instruction (AI), awaiting transfer (AT) and interruption of instruction (II). *Chapter 3.0, Section 1.7.*

Surface Warfare Training Requirements Review (SWTRR): An assessment process designed to ensure that surface warfare personnel are provided with quality training programs and that all formal training satisfies fleet requirements. *Chapter 5.0, Section 5.5.2 and OPNAVINST 1500.67.*

Surveillance: Monitoring hardware documentation and changes for impact on existing training materials and detecting errors or deficiencies in existing training materials and initiating necessary corrective action. *Chapter 4.0, Section 1.2 and NAVEDTRA 130 and 131.*

Technical Instructor Evaluation: Evaluation conducted by personnel knowledgeable in the subject matter to ensure the instructor or instructor trainee is technically proficient enough to teach the material. *Chapter 5.0, Section 2.0.*

Technical Training Equipment and Training Device Casualty (CASREP): A report submitted by the CO when there is a significant casualty affecting equipment essential for the performance of the course mission. *Chapter 6.0, Section 9.0.*

Technique Instructor Evaluation: Evaluations that ensure technique used is appropriate, effective, and consistent with technique taught in instructor training. Evaluation is conducted by instructor evaluators. *Chapter 2.0, Section 4.5 and Chapter 5.0, Section 2.0.*

Test: Any device or technique used to measure a student's performance of an objective or objectives. See Pretest, Progress Test, Comprehensive Test, Oral Test, Quiz, Performance and Knowledge Test. *Appendix C.*

Test Compromise: Unauthorized disclosure of a test and/or answers to a test. *Appendix C.*

Test Design: The process of developing tests that measure the objectives to the appropriate standard and learning level. *Appendix C.*

Test Item Analysis: A tool used to evaluate the effectiveness of a single test item. Several techniques may be used to evaluate the test item's effectiveness. Most commonly used tools are the difficulty index, discrimination index, and the effectiveness of alternatives. *Appendix C.*

Test Item Bank: Collection of all approved test items that may be used in a course of instruction. *Appendix C.*

Test Review: The process of reviewing a test with the class after it is administered. Each item that is missed should be reviewed to correct student misunderstanding. *Chapter 5.0, Section 1.2 and Appendix C.*

Testing Officer: Course manager responsible for ensuring the functions of the testing program are accomplished. Testing officers may be assigned to individual courses, departments or at the command level. The function may be performed as a collateral or full-time duty. *Chapter 2.0, Section 3.5.*

Testing Plan: Document that outlines a course's testing program. *Chapter 5.0, Section 1.2.*

Training Activity: A naval command which has a primary mission of conducting or supporting training. A school or institution at which courses are offered. Also referred to as training facility or participating activity. *Chapter 1.0, Section 1.6.*

Training Agency (TA): Office, command or headquarters exercising command of and providing support to a major portion of the Navy's formal training effort. *NAVEDTRA 130 and 131.*

Training Managers: Personnel responsible for command-wide or department training programs. Responsible for providing guidance in the overall management of the training as directed by higher authority. Examples include: Director of Training, Department Directors, Safety Officers, CISO personnel, etc. *Chapter 2.0, Section 2.1.*

Training Materials Modification: Modifications to training materials that include interim change, change, technical change, and revision. *Chapter 4.0, Section 1.3 and NAVEDTRA 130 and 131.*

Training Performance Evaluation Board (TPEB): Organization tasked with providing oversight in ensuring quality training. This includes safety, assessment and evaluation. TPEB is responsible for conducting scheduled safety evaluations of all high-risk training. *Chapter 5.0, Section 6.0.*

Training Program Coordinator (TPC): Member of a functional commander's staff who coordinates the training conducted in an assigned group of schools/courses. *Chapter 3, Section 1.2.*

Training Project Plan (TPP): A planning document that identifies resources required and justification for a curriculum revision/development project. *Chapter 4.0, Section 1.2 and NAVEDTRA 130 and 131.*

Training Quality Indicator (TQI): Function(s) that, when monitored, provide the commanding officer with information on the overall quality of the training provided at an activity. Training departments and CISO monitor the TQIs for possible trends. TQIs are summarized by the CISO and forwarded to the CO, at a minimum, quarterly or more often if required. *Chapter 5.0, Section 4.0.*

Training Summary File (TSF): Component of NITRAS that provides a repository for training summary statistics for all training courses. *Chapter 6.0, Section 1.5.*

Versatile Training System (VTS): Training management computer system that provides support in personnel management, course management, student testing, and resource and technical publications management. *Chapter 6.0, Section 5.4.*

Visual Information (VI): Use of one or more of the various visual media with or without sound. VI includes still photography, motion picture photography, video recording with or without sound, graphic arts, visual aids, models, display, visual presentation services, and the support processes. *Chapter 4.0, Section 2.0.*

APPENDIX K

NITRAS FORMULAS

APPENDIX K

NITRAS FORMULAS

STUDENT FLOW: Average input and output of students to a course during a given period of time.

STUDENT FLOW : FORMULA

$$\frac{\text{INPUT + GRADS + DISENROLL + ATTRITES}}{2} = \text{STUDENT FLOW}$$

*** ATTRITION PERCENTAGE (STUDENT FLOW METHOD) ***

$$\frac{\text{DISENROLLS + ATTRITES}}{\text{STUDENT FLOW}} \times 100 = \text{ATTRITION PERCENT}$$

*** SETBACK PERCENTAGE ***

$$\frac{\text{SETBACK}}{\text{STUDENT FLOW}} \times 100 = \text{SETBACK PERCENT}$$

"A" School Pipeline Attrition (CDP method)

$$1 - ((1 - \text{ATT \% CDP}_1) \ (1 - \text{ATT \% CDP}_2) \ \ldots\ldots\ldots \ (1 - \text{ATT \% CDP}_n))$$

TOTAL AVERAGE ON BOARD (AOB)

"Sum of the number of students on board in each category: Awaiting Instruction (AI), Interruption of Instruction (II), Awaiting Transfer (AT), and Under Instruction (UI) for each calendar day of a month, divided by the total number of days in the month."

$$\text{TOTAL AOB} = \frac{\text{AI + II + AT + UI (MANDAYS)}}{\text{\# DAYS IN MONTH}}$$

SUPERNUMERARIES: Students attached to a training activity who are not under instruction, and in one of the following categories: AI, II, or AT.

Supernumerary AOB percent:

$$\text{SAOB \%} = \frac{\text{AI + II + AT}}{\text{Total AOB}}$$

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